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ABSTRACT

This report is concerned with Title I of FSEA, the Federal funding provisions most directly concerned with disadvantaged pupils. Pursuant to the Congressional directive, the Commissioner authorized a number of studies including nationwide surveys of educational activities financed with funds drawn from ESEA Title I. One survey of public elementary schools was made during the latter part of the 1967-68 school year, and the results obtained from the survey are current for June 1969. Studies also are conducted and reported regularly by State education agencies, and by each of the approximately 17,000 public school districts that administer Title I funds to support academic projects and related activities. Title I programs for disadvantaged pupils are examined in addition by interested parents' and citizens' committees, and by research scientists who specialize in learning problems of disadvantaged children and youth. Nonetheless, this is considered the first report that endeavors to examine the nature and extent of Title I activities conducted through State and local public education agencies, and the first to examine Title I performance as an instrument of national policy. (Author/JM)

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OE-37013-68

# EDUCATION OF THE DISADVANTAGED

An Evaluative Report on Title I

Elementary and Secondary Education Act of 1965

Fiscal Year 1968

UD 011 163

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Robert H. Finch, Secretary

James E. Allen, Jr., Assistant Secretary and Commissioner of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

April 24, 1970

Honorable Spiro T. Agnew
President of the Senate
Washington, D.C. 20510

Dear Mr. President:

The attached report is submitted to the Congress in response to Section 404, Title IV, of the Elementary and Secondary Education Act of 1965, as amended by P. L. 90-247. Section 404 includes the following:

> "...the Secretary shall transmit to the respective committees of the Congress having legislative jurisdictions over any Act referred to in Section 401 and to the respective Committees on Appropriations a report evaluating the results and effectiveness of programs and projects assisted thereunder during the preceding year, together with his recommendations (including any legislative recommendations)relating thereto."

Title I of that Act--a program designed to assist local school districts with heavy concentrations of low-income families--is the subject of this evaluative report.

Title I funds are expended by local school districts for a full range of special educational services and programs for pupils in low-income areas. Because Title I is a complex and multiple-project program, it is necessary to conduct a variety of studies. As a first step in assessing these diverse programs, emphasis was given to studies of Title I-supported activities in the early school grades.

Data for this evaluation were obtained largely, but not exclusively, from findings of two nationally representative surveys of school districts receiving Title I funds during fiscal year 1968. Among other sources of data were a survey of compensatory education projects, State and local reports of Title I project evaluations, and a study of 65,000 reading achievement records.

Preparation of this report involved seeking data to answer policy and administrative questions of concern to the Congress of the United States and to school personnel interested in improving the school performance of disadvantaged pupils. The items addressed in this report in broad terms are:

1. The relationship of Title I financial assistance to local school districts in accordance with their ability and need.

2. Special educational needs of educationally deprived pupils.

3. Characteristics of Title I assisted schools and their programs for addressing the special needs of educationally deprived pupils.

4. Measurable benefits that have accrued--or have not accrued--to pupils as a result of their participation in Title I supported special programs.

Some of the issues raised are answered objectively; others cannot be resolved in a period of a few years. This report, however, focuses upon the problems of educating disadvantaged children, evaluates the effectiveness of the Title I program during fiscal year 1968, and offers some recommendations for consideration by Federal, State, and local governments.

Although the report is addressed to four broad areas, these and many other important questions warrant further study and consideration.

Sincerely,

James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

Enclosure

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

April 24, 1970

Honorable John W. McCormack
Speaker of the House of Representatives
Washington, D.C. 20515

Dear Mr. Speaker:

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Sincerely,

James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

Enclosure

## PREFACE

In 1967, Public Law 90-247 amended the Elementary and Secondary Education Act of 1965 (P.L. 89-10). Through these amendments, the Congress instructed the U.S. Commissioner of Education to study and report annually on the results and effectiveness of Federal funding programs conducted under provisions of the Elementary and Secondary Education Act (ESEA). This report is concerned with title I of that act, the Federal funding provisions most directly concerned with disadvantaged pupils.

Pursuant to the congressional directive, the Commissioner authorized a number of studies including nationwide surveys of educational activities financed with funds drawn from title I. One survey of public elementary schools was made during the latter part of the 1967-68 school year, and the results obtained from the survey are current for June 1968. This survey provided data from a nationally representative sample of nearly 4,000 public elementary schools that were operating title I programs in 465 local public school districts. Approximately 150,000 responses were obtained for public elementary school pupils in grades 2, 4, and 6, their teachers, and their school principals. A supplementary survey was conducted in the same districts in January 1969.

These studies represent but one body of information relevant to an evaluation of title I programs and projects. Studies also are conducted and reported regularly by State education agencies, and by each of the approximately 17,000 public school districts that administer title I funds to support academic projects and related activities. Title I programs for disadvantaged pupils are examined in addition by interested parents' and

citizens' committees, and by research scientists who specialize in learning problems of disadvantaged children and youth. Indeed, the thousands of compensatory education projects conducted with the assistance of title I funds are among the most intensively reviewed educational programs in force.

Nonetheless, this is the first report that endeavors to examine the nature and extent of title I activities conducted through State and local public education agencies, and to examine title I performance as an instrument of national policy. As such, it lacks the detail of the intensive case study. It provides, however, an overview of the massive problems that confront the Nation's schools, as well as encouraging evidence that the schools are beginning to grapple with these problems on other than an ad hoc incidental basis.

Eighteen months of sustained effort by many persons and agencies were required to produce the evaluative report. Heavy responsibility for conducting the studies was carried by State officials, who coordinate title I activities in the 50 State education agencies and in the cooperating 465 public school districts that were included in the national sample. An inter-agency staff team, consisting of professionals in the U.S. Office of Education, the Office of the Assistant Secretary of HEW for Planning and Evaluation, and the Bureau of the Budget, designed and administered the surveys. Outside assistance was provided by several expert consultants, including: Dr. William Madow, Stanford Research Institute; Dr. David Berliner and Dr. James Fortune, University of Massachusetts; Dr. William Ashbaugh, Director of Research, Milwaukee Public Schools; and Dr. Joseph Mazur, Director of Research, Cleveland Public Schools.

The summary report herein contained was prepared by the Program Planning and Evaluation Staff of the Bureau of Elementary and Secondary Education, Office of Education, with the assistance of Dr. Burton D. Friedman, Public Administration Service, Chicago, Ill., and Miss Bayla White, The Urban Institute.

Appreciation is expressed to persons in the 465 school districts that participated in the studies, and to the respective State title I coordinators for their cooperation and assistance.

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# I. OVERVIEW

Title I is the major component of the Elementary and Secondary Education Act (ESEA) of 1965. It supplies funds to public education agencies to help them meet the needs of educationally deprived pupils. Through 1968, the program's 3d year of operation, the Congress of the United States had appropriated more than $3 billion for distribution through title I.

This is the third annual report on title I submitted to the Congress by the U.S. Commissioner of Education. It is, however, the first annual report prepared and presented in response to the 1967 ESEA amendments that require a national evaluation of title I and a report on the results. Earlier annual reports relied on relatively sparse and scattered data from State and local sources. This report rests on data which are, for the most part, representative of the Nation's public elementary schools and, in some cases, of secondary schools as well. These data are still far from complete or comprehensive; much desirable information either is not available or is inadequate for use in a national evaluation of title I. Although this report relies primarily on data from public schools, much of the information on participation in title I programs includes children who are enrolled in nonpublic schools but are receiving special title I services through programs operated by public schools. Despite such limitations, the data constitute a considerable step toward the systematic and sophisticated accumulation of information required for a useful and authoritative assessment of title I.

## Description of Title I

In its "declaration of policy" for title I, Congress singled out two aspects of American education as prompting its enactment: (a) "the special educational needs of children of low-income families" and (b) "the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs." Title I, Congress went on to say, had two basic purposes:

(1) "...to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families..." /to enable them/

(2) "...to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children." 1/

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1/ Title I, as the law now stands, is not designed solely to help poor children in school. It is designed to help what the law calls "educationally deprived children," who may or may not be poor. Perhaps the clearest expression of congressional intent on this point is the following:

> No means test is required by the law and none should be imposed on public or nonpublic school children. /The mistaken idea that such a test is required/ undoubtedly originates from the fact that funds are distributed to school districts on the basis of the relative number of children coming from low-income families residing in the district. This device of distributing funds is used solely for the purpose of placing funds where the educational needs are greatest. ...The committee wishes to make clear...that though funds are distributed to districts on the basis of the relative numbers of children from low-income families, once appropriate public or nonpublic schools have been selected for programs, any child in attendance at such school who is in need of the special services is eligible to participate without regard to any financial needs test. (Elementary and Secondary Education Amendments of 1966: Supplemental Report of the Committee on Education and Labor, House of Representatives, Aug. 22, 1966.)

Title I contains several critical assumptions, among them the following. First, there is a deep and direct connection between economic disadvantage and educational deprivation; poor children, in other words, are very likely to be educationally deprived. Second, educational deprivation is not, however, limited to the poor. Third, large concentrations of poor children tend to make districts and schools poor; those districts and schools with large concentrations of poor children are least likely to be able to afford the special programs required by poor and otherwise educationally deprived children. And fourth, educationally deprived children would benefit materially and measurably from special programs supported by title I funds.

Congress left the operation of special programs and the selection of pupils to the responsible education agencies. Each public school district receiving title I money was required to establish "effective procedures, including provisions for appropriate objective measurements of achievement ...for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children." Each district was responsible, with State concurrence and in compliance with provisions of the law, for (1) identifying the special educational needs of educationally deprived pupils and (2) designing special educational programs and services to meet those needs. Federal officials were specifically prohibited from exercising any "direction, supervision, or control over the curriculum, program of instruction, or personnel of any educational institution or school system" assisted by title I funds.

Title I, therefore, is intended to improve school services for educationally deprived pupils by strengthening the financial capabilities of their schools and districts to meet the special needs of these pupils.

## Evaluation of Title I

When title I was adopted, neither Congress nor professional educators knew exactly how many educationally deprived pupils there were, or how many might need special programs. Nor did they know the extent to which entire school districts or schools might themselves be "deprived" in the sense that their resources were limited, or that they contained high concentrations of low-income families, or both. Indeed, there was not even any general agreement on what "educational deprivation" or "educational disadvantage" might mean.

Nor by late 1967, when Congress required a national evaluation of title I, was there enough information available to support an assessment of the nationwide impact of title I either upon local schools and school districts or upon those pupils who took part in programs assisted by title I.

The very nature of title I made it difficult to gather the kinds and quantity of data required. For title I is an assistance program that furnishes full or partial financial support for more than 30,000 separate projects in about 17,000 local public school districts. These projects span the entire spectrum of educational activities offered by public schools, from preschool to high school, from reading to health services, from remedial instruction to special trips for cultural enrichment. The relatively embryonic state of the evaluative art simply would not permit any certain or searching evaluation of such a diverse, even disparate, array of programs. New approaches and new evaluative instruments had first to be devised, then developed, then applied. This was a complex and cumulative process that could not be completed within a short period of time.

In early 1968, the U.S. Office of Education initiated several surveys and studies designed to gather the data needed for a national assessment of the "results and effectiveness" of title I. It centered these surveys and studies primarily upon public elementary schools, where title I assisted programs were less diversified and test and related data more developed than at other levels.[2/]

This evaluation effort yielded important new information that will permit some of the alternatives for meeting the needs of "educationally deprived" school-age children to be understood and explored with greater precision. This report highlights that information, which includes the following:

(1) An operating definition of educational deprivation and operating distinctions between different kinds and degrees of such deprivation[3/]

(2) A reliable estimate of the number and kinds of educationally deprived children in the country and of the proportions of these youngsters in different categories of school districts

(3) A reliable estimate of the number of educationally deprived youngsters affected by title I

(4) A reliable estimate of the number of educationally deprived children that title I does not reach but should

(5) Relatively detailed descriptions of socioeconomic characteristics of pupils enrolled in public schools which provide programs assisted by title I.

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2/ The 1968 Survey on Compensatory Education, the major data source on which this report relies, consisting of a nationally representative sample of 3,822 public elementary schools operating title I programs in 465 school districts of 300 or more children, is described in the appendix. A Supplementary Survey on Compensatory Education conducted in January 1969, using basically the same sample as the 1968 survey, and the 1968 Annual Statistical Report of Title I Program Activities were used as additional sources of data for some parts of this report.

3/ The operating definitions of educational deprivation in this report use estimates of pupils' economic status and/or their teachers' assessment of the likelihood for them to finish high school as bases for delineating five different classes of "disadvantage," the term used in much of this report to describe the educationally deprived. Basic definitions and classifications are detailed in chapters III and IV.

## Focus and Findings

This report explored the available data in terms of five preliminary areas of concern:

(1) The relationship of title I assistance and public school district financial ability and need (Chapter II)

(2) Characteristics of schools assisted by title I (Chapter III)

(3) Characteristics of pupils enrolled in schools assisted by title I (Chapter IV)

(4) School programs provided with title I funds and selected characteristics of participating and nonparticipating pupils enrolled in the schools offering them (Chapter V)

(5) Pupil benefits associated with programs supported by title I and problems involved in measuring such benefits (Chapter VI).

These are, it must be stressed, preliminary areas of concern that later reports will both expand and examine in greater detail. This report can only analyze them in the varying degrees of depth and detail that the limited data will allow. It is still impossible, for example, to reach fully valid conclusions about the national impact upon participating pupils from programs provided with title I funds. Nationally representative information about pupil benefits derived from these programs simply does not exist. On the other hand, there is enough information to fashion a fairly accurate picture of how title I succeeds or fails in distributing funds to districts and schools according to their financial abilities and needs and how public schools use those funds to meet what they believe to be the needs of certain types of pupils.

Within these limitations, this report presents a number of significant findings and conclusions. Following is a summary.

1. <u>It is now possible to define the dimensions of the problem of reaching educationally deprived children in the Nation's public schools</u>.

There may be as many as 16.8 million school-age children (aged 5-17) who must be regarded as "educationally deprived" (Chapter IV), using the operating definitions developed and applied in this report (Chapter III). These 16.8 million youngsters suffer from economic deprivation and/or educational disabilities which require special attention or treatment in school.

About 4,450,000 of these 16.8 million disadvantaged children are from families having less than $3,000 annual income; about 9,770,000 are from families having $3,000 - $6,000 annual income; and about 2,560,000 are from families having more than $6,000 annual income, but whose teachers believe they lack the ability to complete high school. Educational disability is a factor which also applied to 1,750,000 of the children whose families have annual incomes of less than $3,000 and to 2,345,000 of the children from families with incomes of $3,000 - $6,000.

In summary, the 16.8 million disadvantaged school-age children include approximately 14.2 million children who are economically deprived. About 10 million of these 14.2 million children suffer from economic deprivation without reported educational disability, but 4.1 million of them are "multiply disadvantaged," i.e., they suffer from both economic and educational disabilities. The remainder of the disadvantaged school-age population consists of 2.6 million children whose teachers believe they lack the ability to complete high school but who have neither "severe" nor " moderate" economic deprivation.

The large majority of disadvantaged pupils enrolled in elementary schools assisted by title I live in cities and rural areas rather than in suburbs. About 23 percent live in cities of 40,000 or more population, and 31 percent in nonmetropolitan rural areas.

About three-fourths of these pupils attend schools that enroll a relatively small proportion of disadvantaged pupils. About 14 percent, however, attend an elementary school in which poor children make up 50 percent or more of the total enrollment.

A disproportionate number of these schools with high concentrations of economically disadvantaged pupils are in large cities.

The proportion of disadvantaged pupils is greater among minority groups than it is in the white pupil population. Negro pupils, for example, account for 21.8 percent of all enrolled pupils, but for 34 percent of all disadvantaged pupils. Moreover, they account for 51.7 percent of those pupils suffering severe economic and educational disadvantage.

2. All available evidence seems to support the selection by Congress of the public school district as the main vehicle for reaching disadvantaged youngsters.

All disadvantaged children live in a public school district somewhere in the Nation. Approximately 95 percent live in the 10,979 title I assisted districts that enroll 300 or more pupils; about 81 percent of these, or more than 75 percent of all disadvantaged children, live in the 3,493 districts that enroll 2,500 or more pupils.

Within these 10,979 districts, about 61 percent of public school pupils attend schools that offer programs assisted by title I. About 80 percent of the disadvantaged attend these "title I schools."

3. The problems that public school districts face in providing special programs for the disadvantaged seem far more complex than many of these districts are able to treat effectively.

Public school districts vary greatly in their ability to mount and maintain appropriate compensatory programs for disadvantaged pupils; indeed, they vary greatly in their ability to support the good general education curriculum upon which special compensatory programs must be built.

Schools vary in their ability to use title I funds in ways that really match and meet the special needs of their disadvantaged pupils. Public schools with very heavy concentrations of disadvantaged pupils, for example, confront a different and far more difficult problem than schools which enroll relatively smaller proportions of disadvantaged pupils.

The disadvantaged pupils themselves differ. Some suffer solely from economic disadvantage. To overcome it, they need certain "life support" services such as food and clothing, and health, medical, and dental care. Others are educationally disadvantaged, and require special remedial work in the basic number and language skills. Still others are multiply disadvantaged, and need a comprehensive set of compensatory services, both "life support" and academic in nature. For a variety of reasons, schools find it difficult to discover and differentiate between the particular needs of individual students. As a result, they frequently do not really deal with the different needs of different students.

4. Under the legislatively prescribed formula, title I funds in 1968 did not flow to school districts and their disadvantaged students proportionately to their needs. Place of residence remains a primary determinant of the quality of services available to the Nation's disadvantaged pupils.

Forty-six percent of low-income children receive their education in low-expenditure school districts. 4/ These low-expenditure districts receive

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4/ Chapter II distinguishes between low-, high-, and moderate-expenditure districts on the basis of their annual per pupil expenditure from non-Federal sources of revenue.

fewer title I funds for each poor child than do high-expenditure districts and both tend to spread their title I money among more pupils than they have poor children. Only moderate-expenditure districts use their title I funds on fewer participants than they have poor children.

As a result of these expenditure patterns, the poor child in a low-expenditure district finds himself disadvantaged in at least four ways: (1) He and his family are poor; (2) his school is poor; (3) his school district receives proportionately fewer title I dollars with which to provide special services; and (4) he receives a smaller share of those fewer title I dollars.

## Recommendations

The evidence suggests that public school districts receiving title I funds have established rational, if not fully effective, programs for meeting certain basic needs of their disadvantaged pupils. The vast majority of the Nation's disadvantaged pupils live within these districts, and the districts do therefore constitute an appropriate vehicle for reaching these pupils.

School districts, however, are not yet able to design and deliver all relevant services to each disadvantaged pupil precisely as he needs it. There are essentially two reasons for this: (1) The tools and techniques for diagnosing and dealing with the needs of the disadvantaged are still in the stages of relative infancy, open to question and to continuing research, development, and evaluation; (2) as a result of fragmentation in Federal funding programs, of deficiencies in pupil census data, of the sheer insufficiency of funds for education from all sources, and of other factors, public school systems simply lack the resources to mount the major effect that the problems require.

Following are some steps that, on the basis of this report, the appropriate jurisdictions of government--Federal, State, or local--can take to enhance the ability of school districts to meet the needs of their disadvantaged pupils:

(1) Permit districts to "package" all compensatory education funds from all sources and thereby concentrate all compensatory efforts in order to deal more effectively with the different needs of different pupils.

(2) Provide funds to school districts to acquire special management assistance and to further develop their own capabilities in the design, development, installation, replication, and evaluation of appropriate programs for pupils.

(3) Bring the intensity of financial support for the treatment of educationally deprived pupils more nearly in line with objective measures of needs. In other words, provide greater per pupil financial support where needs are measurably greater, less where needs are measurably less.

(4) Provide a more balanced mix of financial support. Those programs that are demonstrably more deserving must have the money they need really to work. But funds are also needed to support a balanced program of (a) research and development to advance the state of the instructional art, (b) management assistance to make programs more efficient, and (c) evaluation to make certain that programs are producing the results that they should.

(5) Give greater financial assistance to school districts in those cities and rural areas that have both the highest concentrations of educationally deprived pupils and the least financial ability to meet the needs of these pupils.

These, then, are the principal findings, conclusions, and recommendations of this evaluative report on the "results and effectiveness" of title I of the Elementary and Secondary Education Act of 1965.

## II. TITLE I AND DISTRICT CHARACTERISTICS

All public school districts with 10 or more children from low-income families are eligible to receive title I funds. The law provides for each district's entitlement to be calculated under a formula which fixes Federal support at 50 percent of the State or national average per pupil expenditure, whichever is greater, multiplied by the number of poor children in the district, as determined by legislatively prescribed procedures.[1/]

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1/ Section 103 (c) of P.L. 89-10 set the Federal fund allocation at 50 percent of the statewide average expenditure for each child. The law was amended in January 1968 to permit use of the national average expenditure per child rather than the State average if the national average was higher. Section 103 (d) of P.L. 89-10 explains the process for allocation of title I funds to each school district.

> ...the Commissioner shall determine the number of children aged five to seventeen, inclusive, of families having an annual income of less than the low-income factor /originally set at $2,000 a year, to be reviewed by Congress in succeeding fiscal years/...on the basis of the most recent data available from the Department of Commerce. At any time such data for a county are available in the Department of Commerce, such data shall be used in making calculations under this section. The Secretary of Health, Education, and Welfare shall determine the number of children of such ages from families receiving an annual income in excess of the low-income factor from payments under the program of aid to families with dependent children....

Children living in institutions for neglected or delinquent children or being supported in foster homes with public funds are included in the formula under section 104 (d) of P.L. 89-750.

In 1967-68, title I financial assistance was received by 10,979 of the 11,862 public school districts which enrolled 300 or more pupils. These participating districts had an estimated total enrollment of 41.4 million, or approximately 95 percent of all pupils in public schools in 1967-68.

A January 1969 survey of a national representative sample of 465 of these public school districts provided data which indicate that a total of 6,843,750 poor children aged 5-17 attended school in the 10,979 participating districts. This total is somewhat larger than the number on which title I allocations were based in fiscal 1969 and falls within an acceptable range of related estimates by the U.S. Bureau of the Census.[2/]

This chapter uses the 1969 survey estimates and related data to estimate the national distribution of poor children and title I program participants among districts classified by four aspects:

(1) Size of enrollment: (a) 300 to 2,499 public school pupils and (b) 2,500 or more.

(2) Number of resident low-income children: (a) Less than 500, (b) 500-999, (c) 1,000-3,999, (d) 4,000-5,999, and (e) 6,000 or more.

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2/ Title I allocations for 1968-69 were based on a total of 6,665,419 low-income children aged 5-17, as calculated by the congressionally prescribed formula, which relies heavily on 1960 census data. The number of low-income children derived from 1967 Bureau of the Census estimates was 7,821,441. The difference reflects variations in the definition of low income as used by the Census Bureau and in the title I legislation, as well as changes which may have occurred between 1960 and 1967. (Bureau of the Census. Current Population Reports. Series P-60, no. 59, Apr. 18, 1969, p. 27.)

(3) Level of per pupil expenditure from non-Federal sources of revenue: (a) Less than $425, (b) $425-624, and (c) more than $625. 3/

(4) Percentage of pupils attending public elementary schools with title I programs who participated in those programs: (a) Less than 26 percent, (b) 26-50 percent, (c) 51-75 percent, and (d) more than 75 percent. 4/

## A. Summary

Under the legislatively prescribed formula, title I funds are distributed among public school districts mainly on the basis of (a) the estimated number of resident poor children in a district and (b) the State or national average expenditure per pupil from non-Federal sources of revenue. As a result, more title I funds tend to be allocated for each poor child in high-expenditure districts than for each poor child in moderate- or low-expenditure districts. The survey data show that although the national average allocation of title I funds was $156.90 per poor child in 1968-69, high-expenditure districts received an average of $257 per poor child, moderate-expenditure districts received $142, and low-expenditure districts $149.

As a consequence of this disparity in fund allocations, high-expenditure districts received 16 percent of all title I funds allocated in 1968-69, even though they had only 10 percent of the resident poor children.

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3/ Per pupil expenditure from non-Federal sources is used in this report as a reasonably adequate indicator of school district ability to support adequate educational programs. These levels of spending were selected because of their respective relationships to the 1968-69 national average per pupil expenditure of approximately $525. The three categories subsequently will be referred to as (a) low-expenditure districts, (b) moderate-expenditure districts, and (c) high-expenditure districts.

4/ For the sake of simplicity, the text will sometimes refer to group (a) as "low-participation districts," group (b) as "moderate-participation districts," and groups (c) and (d) as "high-participation districts."

Conversely, the low- and moderate-expenditure districts received only 84 percent of the funds for the remaining 90 percent of the poor children.

Moreover, low-expenditure districts tended to have more participants in title I assisted programs than they have resident poor children, high-expenditure districts had somewhat more participants than poor children, and moderate-expenditure districts had substantially fewer participants than poor children. Low-expenditure districts had 58 percent of all program participants, 46 percent of all low-income children, and 44 percent of the funds. High-expenditure districts had 10 percent of the program participants, 10 percent of the poor children, and 16 percent of the funds. Moderate-expenditure districts had 32 percent of all program participants, 44 percent of the poor children, and 40 percent of the funds.

As a result of these factors, high-expenditure districts spent an average of $226 in title I funds for each program participant, while moderate-expenditure districts spent $174 per participant, and low-expenditure districts spent $108.

Although the available data are not conclusive, they do indicate that the present legislative formula for allocating title I funds probably does not fully compensate for the inability of some districts to support adequate education programs which can then be supplemented by compensatory programs for the educationally disadvantaged. Indeed, there are some indications that many low-expenditure districts may use title I funds to initiate programs that have long been available in high-expenditure districts.

The data indicate that many school authorities extend title I programs and services to relatively high proportions of the pupils enrolled in schools operating title I programs.

It is not necessarily illogical for high-expenditure districts to receive relatively more title I funds than low- and moderate-expenditure districts. Such districts generally have higher costs. Because they offer more extensive instructional and related services, high-expenditure districts can probably make more effective immediate use of title I funds than low- or moderate-expenditure districts, since they usually have reasonably good general education programs and a reasonably full array of pupil support services, both of which may be readily adapted and extended to the special needs of the disadvantaged.

Low- and moderate-expenditure districts often do not have these advantages. They may, for example, have no pupil support services. For such districts to develop these and other services requires a major effort which must often be financed entirely with title I funds. At the outset, therefore, low-expenditure districts are likely to lack the basic programs and services required to make immediate use of title I funds for even moderately effective compensatory programs and services.

In short, low-expenditure districts seem to need greater financial assistance than high-expenditure districts because they generally have less revenue-raising ability and are therefore less able to provide adequate general education programs. But under present law, these districts receive less title I assistance for each disadvantaged child than high-expenditure districts.

In fact, it appears that in many low-expenditure districts, and in a few moderate- and high-expenditure districts that spread their compensatory services broadly among many pupils, title I participants receive only one-half to three-fourths as much title I assistance as the average participant, and from one-fourth to one-third of the assistance received by participants in high-expenditure districts that concentrate their services on less than 26 percent of the pupils enrolled in title I "target" schools. In this sense, therefore, it seems clear that a large number of children who most need substantial title I assistance receive less of such assistance than do some pupils having similar and possibly lesser needs in other locales.

In addition to information on the allocation of title I funds, the detailed data which follow indicate, among other things, that (1) almost 70 percent of all school-age poor children live in only 1,372 school districts; (2) more than half of all title I program participants attend schools in which more than half of their schoolmates also are participants; and (3) more than 44 percent of the program participants were in schools where more than 75 percent of all enrolled pupils participated in the title I program and the average title I support for each participant was just over $70.

B. Distribution of Low-Income Children Among Districts

When distribution of public school pupils reported from the sample was projected nationally to represent the 10,979 public school districts with enrollments of 300 or more pupils, and participating in title I, it was determined that most low-income children reside in relatively few school districts. Indeed, 80.6 percent of all reported low-income children reside in 31.8 percent of the districts. (Table II-1)

Table II-1. Distribution of districts, enrollment, resident, and low-income children in participating districts enrolling 300 or more public school pupils: School year 1968-69

| Item | All districts enrolling 300 or more pupils | | Districts enrolling 300 - 2,499 public school pupils | | Districts enrolling 2,500 or more public school pupils | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Number of districts | 10,979 | 100.0 | 7,486 | 68.2 | 3,493 | 31.8 |
| Number of resident children (age 5-17) | 48,176,377 | 100.0 | 8,259,662 | 17.1 | 39,916,750 | 82.9 |
| Number of low-income children (age 5-17) | 6,843,750 | 100.0 | 1,329,851 | 19.4 | 5,513,899 | 80.6 |
| Public school enrollment (K-12) | 41,300,473 | 100.0 | 7,634,264 | 18.5 | 33,666,209 | 81.5 |

Relatively few school districts contain large numbers of low-income families. Of the 10,979 participating districts enrolling 300 or more pupils, only 1,372 have as many as 1,000 resident children from low-income families. These 1,372 districts contain almost 70 percent of all reported low-income children. Most districts (8,317) have fewer than 500 children from low-income families and account for only 18 percent of all reported low-income children. (Table II-2)

Table II-2. Concentration of resident low-income children among the participating districts enrolling 300 or more pupils: School year 1968-69

| Districts and children | | Number of resident low-income children in district | | | | |
|---|---|---|---|---|---|---|
| | | Less than 500 | 500-999 | 1,000-3,999 | 4,000-5,999 | 6,000 and more |
| All districts enrolling 300 or more pupils | No. | 8,317 | 1,290 | 1,176 | 83 | 113 |
| | % | 75.8 | 11.7 | 10.7 | 0.8 | 1.0 |
| Total low-income children | No. | 1,234,087 | 876,175 | 2,199,650 | 405,018 | 2,128,820 |
| | % | 18.1 | 12.8 | 32.1 | 5.9 | 31.1 |
| Districts enrolling 2,500 or more pupils | No. | 1,449 | 741 | 1,107 | 83 | 113 |
| | % | 13.2 | 6.7 | 10.1 | 0.8 | 1.0 |
| Low-income children in district | No. | 333,349 | 517,322 | 2,129,390 | 405,018 | 2,128,820 |
| | % | 4.9 | 7.6 | 31.1 | 5.9 | 31.1 |
| Districts enrolling 300-2,499 pupils | No. | 6,868 | 549 | 69 | — | — |
| | % | 62.6 | 5.0 | 0.6 | — | — |
| Low-income children in district | No. | 900,738 | 358,853 | 70,260 | — | — |
| | % | 13.2 | 5.2 | 1.0 | — | — |

Data on the distribution of low-income children among low-, moderate-, and high-expenditure districts were available for only 10,544 of the 10,979 districts from which the sample districts were selected.

The data show that 90 percent of all low-income children resided in moderate- and low-expenditure districts. Although the data do not demonstrate that low-income families "caused" low and moderate district expenditures, that is one possible assumption which might be made on the basis of the ambiguous relationships of the data. It is clear, however, that most low-income children receive their education in districts which spent at or below the national average expenditure of approximately $525 per pupil from non-Federal sources of revenue during the 1968-69 school year. (Table II-3)

Table II-3. Number of low-income children in 10,544 participating districts enrolling 300 or more pupils, by per pupil expenditure in the districts: School year 1968-69

| Districts and children | | Per pupil expenditure in district | | | |
|---|---|---|---|---|---|
| | | Total | Under $425 | $425-$624 | $625 and over |
| School districts | No. | 10,544 | 3,372 | 5,028 | 2,144 |
| | % | 100.0 | 32.0 | 47.7 | 20.3 |
| Low-income children (age 5-17) | No. | 4,917,000 | 2,258,000 | 2,170,000 | 489,000 |
| | % | 100.0 | 45.9 | 44.1 | 10.0 |

C. Distribution of Title I Funds and District Factors

The 1968-69 survey data demonstrated that districts with large populations of low-income children receive a similarly large portion of title I funds. For example, 31.1 percent of all low-income children reported for 1968-69 resided in 113 districts with 6,000 or more low-income children; those same districts received 30.4 percent of the title I allocation. (Table II-4)

Table II-4. Number of low-income children and title I allocation for participating districts enrolling 300 or more pupils, by number of low-income children in the districts: School year 1968-69

| Districts, children, and allocation | | Number of low-income children in district | | | | |
|---|---|---|---|---|---|---|
| | | Less than 500 | 500-999 | 1,000-3,999 | 4,000-5,999 | 6,000 and over |
| Number of districts | | 8,317 | 1,290 | 1,176 | 83 | 113 |
| Low-income children (age 5-17) | No. | 1,234,087 | 876,175 | 2,199,650 | 405,018 | 2,128,820 |
| | % | 18.1 | 12.8 | 32.1 | 5.9 | 31.1 |
| Title I allocation | No. | $224,476,578 | $131,617,474 | $339,705,413 | $51,043,152 | $326,828,323 |
| | % | 20.9 | 12.3 | 31.6 | 4.8 | 30.4 |

The relationship between title I allocations and number of low-income children in the school district is a consequence of the legislatively prescribed allocation formula and is of only limited value in assessing district fiscal ability. When the districts are grouped by per pupil expenditure from non-Federal sources there is some indication that high-expenditure districts may be receiving a disproportionate share of title I funds. Moderate- and low-expenditure districts, with 90 percent of the low-income children, received less than 84 percent of the title I allocation in 1968-69. On the other hand, high-expenditure districts, with 10 percent of the low-income children, received more than 16 percent of the title I allocation. (Table II-5)

(Table II-5)

Table II-5. Low-income children and title I allocation in 10,979 participating districts enrolling 300 or more pupils, by per pupil expenditure in the districts: School year 1968-69 1/

| Districts, children, and allocation | | Per pupil expenditure in district | | |
|---|---|---|---|---|
| | | Low (under $425) | Moderate ($425-$624) | High ($625 or more) |
| Number of districts | No. | 3,546 | 5,237 | 2,196 |
| | % | 32.0 | 47.7 | 20.3 |
| Low-income children (age 5-17) | No. | 3,141,281 | 3,018,094 | 684.375 |
| | % | 45.9 | 44.1 | 10.0 |
| Title I allocation | No. | $469,237,900 | $428,434,605 | $176,098,435 |
| | % | 43.7 | 39.9 | 16.4 |
| Allocation per low-income child | | $149.38 | $141.95 | $257.31 |

1/ Extrapolated from data in table II-3.

D. Program Participation Among Pupils in Target Schools

About two-thirds of the districts concentrated their special programs on 25 percent or less of the pupils enrolled in the title I supported schools. Some 12 percent of the districts permitted more than 75 percent of the pupils in the title I target schools to participate in special compensatory programs. (Table II-6)

Table II-6. Percent of participating districts enrolling 300 or more pupils, low-income children, and title I program participants, by proportion of program participants in title I school enrollment: School year 1968-69

| Districts, children, and participants | Percent of program participants in title I school enrollment | | | |
|---|---|---|---|---|
| | Less than 26 | 26 - 50 | 51 - 75 | Over 75 |
| Percent of 10,979 school districts | 64.3 | 20.5 | 2.8 | 12.4 |
| Percent of 6,843,750 low-income children (age 5-17) | 40.9 | 26.3 | 10.1 | 22.7 |
| Percent of 7,946,000 program participants | 21.3 | 24.9 | 9.6 | 44.2 |

When the districts were classified by per pupil expenditure, it became clear that low-expenditure districts tended to permit substantially greater proportions of the pupils enrolled in their title I supported schools to participate in special compensatory programs. Twenty percent of the low-expenditure districts permitted three-fourths or more of the pupils enrolled in their title I assisted schools to participate in special compensatory programs; only 4 percent of the moderate- and high-expenditure districts did so. By contrast, less than 39 percent

of the low-expenditure districts and nearly 80 percent of the moderate- and high-expenditure districts concentrated their compensatory programs on 25 percent or less of the pupils enrolled in their title I assisted schools. (Table II-7)

Table II-7. Percent of participating districts enrolling 300 or more pupils, by per pupil expenditure and proportion of title I program participants in title I school enrollment: School year 1968-69

| Per pupil expenditure | Percent of pupils participating in title I programs. | | | | |
|---|---|---|---|---|---|
| | Total | Less than 26% | 26 - 50 | 51 - 75 | Over 75 |
| All districts | 100.0 | 64.3 | 20.5 | 2.8 | 12.4 |
| Less than $425 | 100.0 | 38.6 | 24.2 | 7.7 | 29.5 |
| $425 to $625 | 100.0 | 75.3 | 19.6 | 0.6 | 4.5 |
| $625 or more | 100.0 | 78.9 | 17.0 | 0.01 | 4.1 |

It was established earlier that low-expenditure districts receive proportionately less of the title I funds than high-expenditure districts. Low-expenditure districts also tend to offer their title I supported programs and services to a greater percent of enrolled pupils than do other classes of districts. The expenditure per participant in low-expenditure districts should, therefore, be materially less than in other classes of districts. Selected data from preceding tables were combined to show the distribution of expenditures by participant in title I supported compensatory education programs for each class of district among the 10,979 represented in the 1968-69 survey.

Districts in which 75 percent or more of the pupils enrolled in their title I target schools participate in compensatory programs spent an average of $70.37 in title I funds per participant, or less than half the average per participant expenditure by all other classes of districts. Among low-expenditure districts with high participation, however, the per participant expenditure from title I funds averaged only $66.40, compared with an average of $225.38 in title I funds with which pupils in low-expenditure, low-participation districts are supported. This indicates the extent to which local districts can develop a "critical mass" of funding when they concentrate available title I moneys on relatively few pupils.

The mean expenditure per participant for all districts in the national sample was calculated to be $141.53. However, for the majority of participants (4,559,000 or 57.4 percent) the per participant expenditure was less than $108. (Table II-8)

Table II-8. **Number of participants and per participant expenditure from title I allocation in participating districts enrolling 300 or more pupils, by per pupil expenditure and by proportion of program participants in title I school enrollment: School year 1968-69**

| Per pupil expenditure category and participant items | Percent of pupils participating in title I programs | | | | |
|---|---|---|---|---|---|
| | Total | Less than 26 | 26 - 50 | 51 - 75 | Over 75 |
| Total | | | | | |
| Number of participants | 7,946,000 | 1,694,000 | 1,975,000 | 766,000 | 3,510,000 |
| Expenditure per participant | $141.53 | $243.21 | $158.48 | $199.73 | $70.37 |
| Less than $425 | | | | | |
| Number of participants | 4,599,000 | 457,000 | 865,000 | 406,000 | 2,831,000 |
| Expenditure per participant | $107.91 | $225.38 | $158.38 | $157.63 | $66.40 |
| $425 to $625 | | | | | |
| Number of participants | 2,573,000 | 982,000 | 959,000 | 76,000 | 557,000 |
| Expenditure per participant | $174.50 | $241.34 | $159.54 | $171.05 | $82.58 |
| $625 and over | | | | | |
| Number of participants | 814,000 | 225,000 | 151,000 | 284,000 | 122,000 |
| Expenditure per participant | $226.04 | $282.35 | $152.31 | $267.60 | $106.55 |

## III. CHARACTERISTICS OF TITLE I ELEMENTARY SCHOOLS

Public school districts which are eligible to receive title I funds use a variety of factors in deciding which schools within the district should operate title I programs. These target schools may be selected on the basis of a relatively high incidence of low-income families, but other standards are sometimes used as well.

As stated earlier, any pupil within a title I target school may take part in title I assisted programs if, in the judgment of school officials, he has a special need for the service offered. The U.S. Commissioner of Education has urged districts and schools to concentrate title I programs and services on what he termed the "neediest" pupils, but there are no data to indicate that there is any widespread agreement on what "neediest" means.

The 10,979 districts enrolling 300 or more pupils and participating in title I programs during 1967-68 reportedly administered 58,261 public elementary schools, 37,569 or almost 65 percent of which enrolled pupils who participated in title I special programs. These same districts also reportedly operated 21,086 secondary schools, of which 14,620, or almost 70 percent, enrolled students who participated in title I assisted programs. Approximately 25.3 million, or 61 percent of all public school pupils, were enrolled in the elementary and secondary schools where pupils included participants in programs supported in whole or in part with title I funds.

A sample of 3,822 public elementary schools operating title I programs was surveyed during 1968 in a nationally representative sample

of 465 school districts. [1/] District officials provided data on district finances and pupil enrollment; school principals provided general information about their schools and programs; and teachers answered uniform questions about themselves and a sample of all pupils in grades 2, 4, and 6, whether or not the pupils participated in the title I programs operated by their schools.

Detailed data were obtained on approximately 150,000 pupils in the three even-numbered elementary grades. This information was projected nationally to represent approximately 6.6 million public elementary school pupils enrolled in those three grades of the 37,569 public elementary schools which operated title I assisted programs in 1967-68. The number of pupils reported in the tables from this survey may vary from table to table, depending upon the response rate from survey participants to particular items of cross tabulations.

The data also were used to establish some general school, classroom, and pupil characteristics relating to the location of the schools; the socioeconomic composition of their student bodies; certain of their classroom practices in the grouping of children; the nature of school personnel and facilities; and certain racial, ethnic, economic, and educational information about the pupils enrolled in the schools.

Specifically, the data collected were used to classify schools in terms of their location and the socioeconomic status of their pupils. These classifications of schools are used to examine various aspects of

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[1/] The 1968 Survey on Compensatory Education was similar in scope to the January 1969 school district survey discussed in chapter II. A detailed discussion of the sample, methodology, and analyses of the 1968 survey is included as an appendix.

school practice with respect to specific types of pupils, particularly ability grouping and racial and ethnic composition of classrooms.

Statistical data presented in this chapter are confined to those related directly to the classification and description of schools according to location, size and racial composition of classes, degree of concentration of low-income pupils, and ability grouping. Other statistical data, used as a basis for some of the statements in this chapter, are presented in Chapter IV, Characteristics and Needs of Disadvantaged Children, and in Chapter V, School Programs Provided with Title I Funds.

## A. Location and Age of Schools Attended by Survey Population

Most pupils in the survey were found in small-city and rural area schools. About 9 percent were in schools located in cities of 500,000 population or more. About 14 percent were in schools within cities of 40,000 to 500,000 population, and a similar percentage in suburban schools. 2/ (Table III-1)

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2/ These are admittedly rough categories of school location, and the figures are dependent upon school principals' interpretations of their meaning. However, if "rural areas" is interpreted as "areas outside metropolitan areas," the distribution reported by the principals is similar to the general distribution reported for the population of the United States in 1967-68. Approximately 65 percent of the total U.S. population resided in metropolitan areas in that year; about 35 percent resided in small towns and rural areas. (Bureau of the Census, op.cit., series P-23, no. 27, Feb. 7, 1969, p. 66.)

Table III-1. Location of survey population, grades 2, 4, and 6, in public elementary schools with title I programs: School year 1967-68

| School location | Number of pupils | Percent |
|---|---|---|
| Total | 6,591,420 | 100.0 |
| Large cities (500,000 and over) | 581,056 | 8.8 |
| Middle-size cities (40,000 to 500,000) | 911,196 | 13.8 |
| Small cities (under 40,000) | 2,007,433 | 30.5 |
| Suburbs | 1,026,912 | 15.6 |
| Rural areas | 2,064,823 | 31.3 |

Approximately 25 percent of the elementary pupils in the 1968 survey were housed in school buildings more than 40 years old, about half in 10-to-40-year-old buildings, and about one-fourth in schools built less than 10 years ago.

School Personnel.--The large majority of teachers in the sample of title I assisted elementary schools were fully certified by their State agencies to teach at their respective levels. Only 7 percent of the teachers in the sample were not so certified. More than 90 percent of the teachers held at least a bachelor's degree, and about 3 percent held a master's degree. About two-thirds of the teachers lived outside the immediate neighborhood in which their school was located. Almost three-fourths had participated in some kind of inservice training program during the 1967-68 school year, although most of these were not engaged in special training to work with disadvantaged pupils. Of the elementary school teachers surveyed in 1967-68, approximately 17 percent were Negro, 1 percent Spanish-surname or other minority, and 79 percent white.

B. Size and Racial Composition of Classes

More than two-thirds of the elementary pupils in the 1967-68 survey attended classrooms having 26 or more pupils; one-third attended classrooms that enrolled more than 30 pupils. In large-city schools, nearly one-half of the elementary pupils attending title I target schools were in classrooms of more than 30 pupils; in rural schools, approximately one-third of the pupils were in such large classes (see table III-2).

Table III-2. Number of pupils, grades 2, 4, and 6, in title I assisted elementary schools by school location and class size, with percent distribution by size of class: School year 1967-68

| Class size | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large city | Middle-size city | Small city | Suburbs | Rural |
| | No. | 6,067,723 | 525,548 | 835,110 | 1,860,604 | 952,925 | 1,893,536 |
| | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 1-15 | No. | 533,937 | 29,938 | 70,843 | 183,254 | 84,346 | 165,556 |
| | % | 8.8 | 5.7 | 8.5 | 9.9 | 8.9 | 8.7 |
| 16-20 | No. | 290,5 | 22,728 | 43,428 | 121,408 | 27,982 | 75,027 |
| | % | 4.8 | 4.3 | 5.2 | 6.5 | 2.9 | 4.0 |
| 21-25 | No. | 1,063,663 | 59,002 | 166,472 | 332,831 | 181,874 | 323,484 |
| | % | 17.5 | 11.2 | 19.9 | 17.9 | 19.1 | 17.1 |
| 26-30 | No. | 2,278,777 | 161,985 | 322,394 | 728,227 | 396,924 | 669,247 |
| | % | 37.6 | 30.8 | 38.6 | 39.1 | 41.6 | 35.3 |
| Over 30 | No. | 1,900,773 | 251,895 | 231,973 | 494,884 | 261,799 | 660,222 |
| | % | 31.3 | 48.0 | 27.8 | 26.6 | 27.5 | 34.9 |

Among pupils enrolled in grades 2, 4, and 6 in the sampled title I target schools in 1967-68, teachers reported about 22 percent to be Negro, about 70 percent white, and 6 percent of Spanish-surname or other derivation. However, these pupils were not distributed in classrooms or schools in the same proportions, as table III-3 indicates.

About 83 percent of all pupils attended classrooms in which 90 percent or more of enrolled pupils were of one race, either white or black. About 17 percent attended classrooms where the racial composition corresponded roughly to that of the total population of elementary pupils in the 1968 sample.

Table III-3. Number of pupils, grades 2, 4, and 6, in title I assisted elementary schools by race or ethnic group and class size, with percent distribution by size of class: School year 1967-68

| Class size | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish sur&other | White |
| | No. | 5,940,522 | 1,286,545 | 369,581 | 4,284,396 |
| | % | 100.0 | 100.0 | 100.0 | 100.0 |
| 1-15 | No. | 517,834 | 82,962 | 26,403 | 408,469 |
| | % | 8.7 | 6.4 | 7.2 | 9.5 |
| 16-20 | No. | 286,084 | 74,475 | 30,076 | 181,533 |
| | % | 4.8 | 5.8 | 8.1 | 4.2 |
| 21-25 | No. | 1,050,472 | 194,697 | 77,922 | 777,853 |
| | % | 17.7 | 15.1 | 21.1 | 18.2 |
| 26-30 | No. | 2,241,249 | 419,056 | 140,108 | 1,682,085 |
| | % | 37.7 | 32.6 | 37.9 | 39.3 |
| Over 30 | No. | 1,844,883 | 515,355 | 95,072 | 1,234,456 |
| | % | 31.1 | 40.1 | 25.7 | 28.8 |

Less than 1 percent of the white elementary pupils were in classrooms in which 90 percent or more of enrolled pupils were black. Seven percent of the Negro pupils attended classroom in which 90 percent or more of enrolled pupils were white. (Table III-4)

Table III-4. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by pupil race or ethnic group: School year 1967-68

| Racial composition of classroom | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish sur&other | White |
| Less than 10% Negro | No. | 4,308,771 | 105,137 | 257,904 | 3,945,730 |
| | % | 66.9 | 7.2 | 63.4 | 86.0 |
| More than 90% Negro | No. | 1,031,509 | 1,017,385 | 6,617 | 7,507 |
| | % | 16.0 | 70.1 | 1.6 | .2 |

Although, as noted above, 83 percent of all pupils in the survey attended classrooms which were either 90 percent Negro or 90 percent white, this was true for only 74 percent of the pupils in large and middle-size cities. In suburban schools, the proportion was 86 percent and in rural schools it was 89 percent. (Table III-5)

C. Concentration of Economically Disadvantaged Pupils in Title I Assisted Schools

School principals were asked to estimate the percent of enrolled pupils from families where the head of household was unemployed or was a recipient of public welfare payments. Schools were classified into three groups based on the concentration of such children:

(1) Low concentration (fewer than 26 percent of all enrolled pupils from families where the head of household was either unemployed or on welfare rolls)

(2) Moderate concentration (26 to 50 percent of such pupils)

(3) High concentration (51 percent or more such pupils).

Table III-3. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by school location: School year 1967-68

| Racial composition of classroom | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large city | Middle-size city | Small city | Suburbs | Rural |
| | No. | 5,456,533 | 428,603 | 675,231 | 1,634,029 | 882,148 | 1,836,521 |
| | % | 82.8 | 73.8 | 74.1 | 81.4 | 85.9 | 88.9 |
| Less than 10% Negro | No. | 4,339,237 | 108,386 | 437,314 | 1,463,522 | 830,107 | 1,499,907 |
| | % | 65.8 | 18.6 | 48.0 | 72.9 | 80.8 | 72.6 |
| More than 90% Negro | No. | 1,117,296 | 320,217 | 237,917 | 170,507 | 52,041 | 336,614 |
| | % | 17.0 | 55.1 | 26.1 | 8.5 | 5.1 | 16.3 |

In 1967-68, 4,753,395 or 75 percent of the 6,345,978 pupils in grades 2, 4, and 6 of title I assisted elementary schools were reported to be enrolled in schools having low concentrations of economically disadvantaged pupils, and 572,332 or 9 percent were in schools where at least half the pupils were economically disadvantaged.

Schools with high concentration of economically disadvantaged pupils enrolled 9 percent of all the pupils covered by the 1968 survey. But most of the pupils in this category came from urban and rural areas. (Table III-6)

In 1968, 38.6 percent of the 561,184 pupils in grades 2, 4, and 6 of large-city public schools aided by title I attended schools in which at least half the pupils were economically disadvantaged. Only 4.8 percent of the 1,989,840 pupils in rural areas were enrolled in schools with such high concentrations of poor children. Most elementary pupils in the schools surveyed in small cities (83.5 percent) and suburbs (90.8 percent) were enrolled in schools with fewer than 1 in 4 economically disadvantaged pupils, as were the majority (56.4 percent) of pupils in middle-size cities. (Table III-7)

In schools with high and moderate concentration of low-income pupils, 75 percent of the pupils attended classrooms comprised of 90 percent or more of pupils of one racial derivation, and the figure was 85 percent in low-concentration schools (see table III-8).

Table III-6. Number and percent of survey population in schools with concentration of economically disadvantaged pupils, by school location: School year 1967-68

| School location | Low concentration (under 26%) | | Moderate concentration (26-50%) | | High concentration (over 50%) | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Large cities (500,000 and over) | 172,084 | 3.6 | 172,220 | 16.9 | 216,880 | 38.0 |
| Middle-size cities (40,000 - 500,000) | 506,293 | 10.7 | 224,157 | 22.0 | 166,993 | 29.2 |
| Small cities (under 40,000) | 1,644,614 | 34.6 | 253,912 | 25.0 | 71,883 | 12.5 |
| Suburbs | 834,550 | 17.6 | 65,623 | 6.4 | 19,351 | 3.4 |
| Rural areas | 1,591,719 | 33.5 | 301,830 | 29.7 | 96,290 | 16.9 |
| Total | 4,749,260 | 100.0 | 1,017,742 | 100.0 | 571,397 | 100.0 |

Table III-7. Location of survey population by concentration of economically disadvantaged classmates: School year 1967-68

| Concentration of economically disadvantaged classmates | Large cities (500,000 and over) | | Middle-size cities (40,000-500,000) | | Small cities (under 40,000) | | Suburbs | | Rural | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Low concentration (under 26%) | 172,084 | 30.7 | 506,293 | 56.4 | 1,644,614 | 83.5 | 834,550 | 90.8 | 1,591,719 | 80.0 |
| Moderate concentration (26-50%) | 172,220 | 30.7 | 224,157 | 25.0 | 253,912 | 12.9 | 65,623 | 7.1 | 301,830 | 15.2 |
| High concentration (over 50%) | 216,880 | 38.6 | 166,993 | 18.6 | 71,883 | 3.6 | 19,351 | 2.1 | 96,290 | 4.8 |
| Total | 561,184 | 100.0 | 897,443 | 100.0 | 1,970,409 | 100.0 | 919,535 | 100.0 | 1,989,840 | 100.0 |

Table III-8. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by school concentration of economically disadvantaged pupils: School year 1967-68

| Racial composition of classroom | | School concentration | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| Total | No. | 5,239,596 | 4,048,703 | 761,628 | 430,263 |
| | % | 82.6 | 85.2 | 74.6 | 75.2 |
| Less than 10% Negro | No. | 4,157,269 | 3,688,220 | 381,243 | 87,805 |
| | % | 65.5 | 77.6 | 37.4 | 15.3 |
| More than 90% Negro | No. | 1,082,327 | 359,483 | 380,385 | 342,458 |
| | % | 17.1 | 7.6 | 37.3 | 59.8 |

The pupils surveyed were grouped according to five types of disadvantage and one classification (called "Other") that includes those who cannot be described as "disadvantaged." These six categories, described more fully in chapter IV of this report, may be outlined as follows:

I - Pupils from families with less than $3,000 family income and whose teachers estimate that they lack the ability to complete high school

II - Pupils from families with $3,000 to $6,000 family income and whose teachers estimate that they lack the ability to complete high school

III - Pupils from families with $6,000 or more family income and whose teachers estimate that they lack the ability to complete high school

IV - Pupils from families with less than $3,000 family income and whose teachers estimate that they have the ability to complete high school

V - Pupils from families with $3,000 to $6,000 family income and whose teachers estimate that they have the ability to complete high school

Other - Pupils from families with $6,000 or more family income and whose teachers estimate that they have the ability to complete high school.

No apparent differences were found among the five types of disadvantage with respect to their attendance in classrooms comprised principally of one race. About 83 percent of all pupils in grades 2, 4, and 6 in sample schools attended such classrooms. About 82 percent of the pupils in type I attended such classrooms, about 76 percent of those classified as type II, 82 percent of type IV, 81 percent of type V, and 86 percent of the remaining pupils. However, nearly one-half of the pupils in types I and IV attend classes in which more than 90 percent of the enrolled pupils are Negro, while only 4 to 7 percent of those in type III and Other are enrolled in such classes.

(Table III-9)

Table III-9. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by classification of disadvantage: School year 1967-68

| Racial composition of classroom | | Classification of disadvantage | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Total | No. | 5,323,402 | 361,359 | 417,443 | 187,924 | 553,711 | 1,418,615 | 2,384,350 |
| | % | 82.9 | 81.8 | 75.7 | 82.7 | 81.5 | 81.1 | 85.9 |
| Less than 10% Negro | No. | 4,246,424 | 168,069 | 312,844 | 171,623 | 223,038 | 1,095,524 | 2,275,325 |
| | % | 66.1 | 38.0 | 56.7 | 75.5 | 32.8 | 62.6 | 82.0 |
| More than 90% Negro | No. | 1,076,978 | 193,290 | 104,599 | 16,301 | 330,673 | 323,091 | 109,025 |
| | % | 16.8 | 43.7 | 19.0 | 7.2 | 48.7 | 18.5 | 3.9 |

D. Ability Grouping

About 58 percent of the pupils in the sampled title I elementary schools were enrolled in classes in which some or all of the pupils were grouped by some measure of ability. About one-third of the pupils were in classes in which some or all pupils were grouped by ability for one or more subjects (e.g., reading, arithmetic, or language). About one-fourth of the pupils were in classes in which pupils were grouped by ability without respect to subject taught.

Grouping practices varied slightly in the elementary schools among different types of disadvantaged pupils. Although 32 percent of all pupils were in classrooms in which some or all pupils were grouped by ability for different subjects, about 25 percent of low-income pupils were enrolled in such classrooms, and about 36 percent of high-income pupils. Slightly more low-income pupils than expected, however, were in classrooms in which pupils were grouped by ability without regard to the subject taught. (Table III-10)

The elementary schools sampled in the 1968 survey varied somewhat in their ability grouping practices according to their concentration of economically disadvantaged pupils. Among the high-concentration schools (those in which more than 50 percent of enrolled pupils came from families whose head of household was unemployed or a welfare recipient), one-fourth of the pupils were in classrooms where pupils were grouped by ability for one or more subjects taught, and about one-third were in classrooms where pupils were grouped by ability without regard to subject. Conversely, in low-concentration schools (those in which not more than 25 percent of enrolled pupils came from families whose head of household

Table III-10. Number and percent of pupils, grades 2, 4, and 6, in ability-grouped classrooms, by classification of disadvantage: School year 1967-68

| Method of ability grouping | | Classification of disadvantage | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| By subject | No. | 2,045,136 | 112,261 | 173,893 | 80,274 | 168,283 | 510,581 | 999,844 |
| | % | 31.8 | 25.4 | 31.5 | 35.3 | 24.8 | 29.2 | 36.0 |
| By class | No. | 1,712,856 | 133,344 | 152,059 | 57,018 | 199,482 | 455,609 | 715,344 |
| | % | 26.7 | 30.2 | 27.7 | 25.1 | 29.4 | 26.0 | 25.8 |

was unemployed or a welfare recipient), about one-third were in classrooms in which pupils were grouped by ability for one or more subjects, and about 25 percent were in classrooms in which pupils were grouped by ability without regard to subjects taught. (Table III-11)

Table III-11. Number and percent of pupils, grades 2, 4, and 6, in ability-grouped classrooms, by school concentration of economically disadvantaged pupils: School year 1967-68

| Method of ability grouping | | School concentration | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| By subject | No. | 2,009,001 | 1,591,237 | 274,216 | 143,549 |
| | % | 31.7 | 33.5 | 26.9 | 25.1 |
| By class | No. | 1,693,060 | 168,819 | 324,392 | 199,849 |
| | % | 26.7 | 24.6 | 31.8 | 34.9 |

Fewer Negro pupils than expected in the sampled schools were enrolled in classrooms that grouped pupils by ability for one or more subjects, and slightly more than expected were enrolled in classrooms in which pupils were grouped by ability without regard to subject taught. The converse was observed with respect to white pupils. (Table III-12) This pattern corresponds to those reported earlier for low-income pupils and for high-concentration schools.

Table III-12. Number and percent of pupils, grades 2, 4, and 6, in ability-grouped classrooms, by pupil race or ethnic group: School year 1967-68

| Method of ability grouping | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish surname/other | White |
| By subject | No. | 2,056,158 | 391,599 | 125,828 | 1,540,731 |
| | % | 32.0 | 27.0 | 31.0 | 33.6 |
| By class | No. | 1,715,645 | 495,043 | 156,675 | 1,063,927 |
| | % | 26.6 | 34.1 | 38.5 | 23.2 |

## IV. CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN

In adopting title I, Congress did not simply direct Federal assistance to school districts based on the number of poor children living there and the level of State and local educational assistance already provided. The Congress said that funds provided to school districts were to be further distributed to schools within a district which had high concentrations of poor children, and that those schools were then to use the funds to develop and operate programs for pupils whom they regarded as "educationally deprived."

Congress did not define this "educationally deprived" class of youngsters, and the phrase has come to mean different things to different people. Some consider this term and the similar term "educationally disadvantaged" to refer only to children of poor families, apparently basing their view on the fact that title I relies on an estimated count of such children in the allocation of funds to school districts. Others understand the two phrases to refer to children who, whether poor or not, fail to do well in school, and support their understanding by citing the legislative history of title I. 1/

In the absence of any nationally accepted definition of educational disadvantage, this report relies upon operational definitions:

(1) Economic disadvantage, as determined by family income.

Children with family incomes of less than $3,000 annually

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1/ Supplemental Report of the House Committee on Education and Labor, op. cit.

will sometimes be referred to as "severely disadvantaged"; those in the $3,000-$6,000 income category as "mildly disadvantaged." 2/

(2) Educational disadvantage, as determined by teacher estimates of the likelihood of pupils' completing high school. 3/

(3) Multiple disadvantage, suffered by pupils who are both economically and educationally disadvantaged.

These definitions are applied to the data available about the enrollment and special programs of title I target schools in order to:

(1) Appraise the number and characteristics of children who may need special services and programs to compensate for some disadvantage, whether or not they participate in title I programs

(2) Appraise the number and characteristics of children who are served by title I assisted programs

(3) Estimate the number of school-age children in each category of disadvantage.

A. Summary

In the 1968 survey of elementary school programs assisted by title I funding, teachers furnished estimates of (a) family income and

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2/ The title I legislation permits a definition of low-income families as those with less than $3,000 income annually. This report adds a further category, $3,000-$6,000, because it includes a number of youngsters, particularly members of large families, who do suffer from a considerable degree of economic disadvantage.

3/ "Likelihood" as used here may refer to either "pupil ability" or "pupil attitude" or both.

(b) pupils' ability to complete high school. These categories were used as preliminary and tentative measures of economic and educational disadvantage, respectively. Projected nationally, these estimates show that as many as 16.8 million school-age children and youth (ages 5-17) may be regarded as "disadvantaged." About 54 percent of these children may be regarded as economically disadvantaged, but not necessarily as educationally disadvantaged. Some 15 percent may be regarded as disadvantaged educationally, but not necessarily economically.

Detailed information is not available on all the disadvantaged children referred to above. There are data, however, on representative pupils enrolled in title I assisted elementary schools. In 1967-68, they constituted 37 percent of the total enrollment in the Nation's elementary schools. Detailed examination of data offered later in this chapter warrants the following observations:

(1) About 57 percent of the pupils enrolled in title I assisted elementary schools are disadvantaged, as defined by teachers' reports of family income and pupil ability. Of these, 67 percent suffer severe or mild economic disadvantage, but not necessarily educational disadvantage. Another 6 percent are disadvantaged educationally, but not necessarily economically; and 27 percent are multiply disadvantaged.

(2) The majority of disadvantaged elementary school pupils attend city and rural schools. About 23 percent of the disadvantaged in title I assisted schools are in cities of 40,000 or more population, and 31 percent are in rural areas. Of the multiply

disadvantaged pupils, and those suffering severe economic and educational disadvantage, 27 percent are enrolled in cities of 40,000 or more population and 41 percent in rural areas.

(3) Most disadvantaged pupils attend schools in which low-income pupils make up less than 26 percent of the total school enrollment. However, 48 percent of the poorest students, and 49 percent of the multiply disadvantaged, attend such schools. Among this latter group, 1 out of every 5 is enrolled in a school in which at least 50 percent of enrolled pupils come from families whose head of household is either unemployed or a welfare recipient.

(4) Among minority group members, the proportion of disadvantaged pupils is greater than in the general title I school population. Negro youngsters, for example, comprise 22 percent of pupils enrolled in title I supported elementary schools. They account, however, for 34 percent of all disadvantaged pupils in those schools, and 52 percent of the multiply disadvantaged.

The needs of the economically and the educationally disadvantaged are obviously not the same. They require different kinds of compensation: (a) "Life support" services to compensate for economic disadvantage, and (b) special programs in basic skills to compensate for educational disadvantage. Life support services include food, clothing, health services, and medical and dental care. Basic skills compensation includes remedial reading, assistance and training in arithmetic, and use of language.

Thus, economically disadvantaged pupils require life support services but, unless they are also educationally disadvantaged, do not require remedial academic programs. Educationally disadvantaged pupils need special basic skills programs, but do not necessarily require special life support services. Multiply disadvantaged pupils require both life support services and basic skills assistance.

## B. Socioeconomic Composition of Survey Population

### Family Background

Teachers in grades 2, 4, and 6 of the sample schools were asked to report on family economic and educational status factors for selected pupils in their classrooms. [4/] Their estimates are shown in table IV-1.

Family Income.--In the sample elementary grades, teachers reported that 17 percent of their pupils came from families whose annual income was less than $3,000 in 1967-68 and an additional 35 percent of the pupils came from families with annual incomes of $3,000 to $6,000. The remaining 48 percent of the pupils came from families whose annual incomes were $6,000 or more.

For the same year, the Bureau of the Census reported that 9.2 percent of all children under age 18 were in families with annual incomes under $3,000, and 20.2 percent of the children in families with incomes

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4/ Although individual teachers may not have access to the most valid and reliable information about family characteristics, they were the only feasible source of such information for this survey. Validity and reliability are discussed in the appendix.

Table IV-1. Number and percent [1/] of survey population with selected characteristics, by school location: School year 1967-68

| Characteristics | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large cities | Middle-size cities | Small cities | Suburbs | Rural areas |
| | No. | 6,591,420 | 581,056 | 911,196 | 2,007,433 | 1,026,912 | 2,064,823 |
| Family background | | | | | | | |
| Family income under $3,000 | No. | 1,125,147 | 143,072 | 172,501 | 286,460 | 42,679 | 480,436 |
| | % | 17.1 | 24.6 | 18.9 | 14.3 | 4.2 | 23.3 |
| Family income $3,000 - $6,000 | No. | 2,306,678 | 291,146 | 385,098 | 689,339 | 209,972 | 731,123 |
| | % | 35.0 | 50.1 | 42.3 | 34.3 | 20.4 | 35.4 |
| No father in home | No. | 771,262 | 149,741 | 170,274 | 198,834 | 64,481 | 187,932 |
| | % | 11.7 | 25.8 | 18.7 | 9.9 | 6.3 | 9.1 |
| No mother in home | No. | 112,306 | 15,536 | 21,458 | 31,958 | 10,772 | 32,581 |
| | % | 1.7 | 2.7 | 2.4 | 1.6 | 1.1 | 1.6 |
| Father unemployed | No. | 230,086 | 35,971 | 35,759 | 61,793 | 14,708 | 81,854 |
| | % | 3.5 | 6.2 | 3.9 | 3.1 | 1.4 | 4.0 |
| Father employed full time | No. | 4,957,660 | 339,582 | 638,928 | 1,569,977 | 904,465 | 1,504,707 |
| | % | 75.2 | 58.4 | 70.1 | 78.2 | 88.1 | 72.9 |
| Low-status occupation of head of household | No. | 4,006,831 | 487,992 | 663,358 | 1,169,132 | 421,563 | 1,264,787 |
| | % | 60.8 | 84.0 | 72.8 | 58.2 | 41.1 | 61.3 |
| More than six members in family | No. | 1,902,329 | 194,804 | 292,111 | 541,429 | 201,644 | 663,341 |
| | % | 28.9 | 33.5 | 32.1 | 27.0 | 20.5 | 32.1 |

Table IV-1. Number and percent [1/] of survey population with selected characteristics, by school location: School year 1967-68--Continued

| Characteristics | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large cities | Middle-size cities | Small cities | Suburbs | Rural areas |
| Race or ethnic group | | | | | | | |
| White | No. | 4,578,103 | 86,901 | 488,426 | 1,585,640 | 878,852 | 1,538,283 |
| | % | 69.5 | 15.0 | 53.6 | 79.0 | 85.5 | 74.5 |
| Negro | No. | 1,443,375 | 372,306 | 315,975 | 286,367 | 81,648 | 387,078 |
| | % | 21.9 | 64.1 | 34.7 | 14.3 | 8.0 | 18.8 |
| Spanish-surname & other | No. | 404,290 | 93,592 | 79,939 | 93,412 | 49,340 | 91,007 |
| | % | 6.1 | 16.1 | 8.4 | 4.7 | 4.8 | 4.4 |
| Educational background | | | | | | | |
| Father has less than high school education | No. | 3,296,555 | 400,521 | 526,253 | 918,802 | 283,604 | 1,167,375 |
| | % | 50.0 | 68.9 | 57.8 | 45.8 | 27.6 | 56.5 |
| Mother has less than high school education | No. | 3,262,619 | 406,902 | 535,149 | 917,540 | 301,467 | 1,101,562 |
| | % | 49.5 | 70.0 | 58.7 | 45.7 | 29.4 | 53.4 |
| Pupil had no pre-1st-grade school experience | No. | 2,318,159 | 105,992 | 233,498 | 692,351 | 232,385 | 1,053,932 |
| | % | 35.2 | 18.2 | 25.6 | 34.5 | 22.6 | 51.0 |
| Pupil attended kindergarten | No. | 3,213,770 | 388,557 | 532,481 | 1,039,301 | 639,919 | 613,512 |
| | % | 48.8 | 66.9 | 58.4 | 51.8 | 62.3 | 29.7 |
| Pupil attended two or more schools in 1967-68 | No. | 854,567 | 136,322 | 156,232 | 233,701 | 141,079 | 187,233 |
| | % | 13.0 | 23.5 | 17.2 | 11.6 | 13.7 | 9.1 |
| Pupil missed 20 or more days of school in 1967-68 | No. | 519,125 | 107,845 | 86,865 | 117,180 | 61,881 | 145,353 |
| | % | 7.9 | 18.5 | 9.5 | 5.8 | 6.0 | 7.0 |

Table IV-1. Number and percent [1/] of survey population with selected characteristics, by school location: School year 1967-68--Continued

| Characteristics | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large cities | Middle-size cities | Small cities | Suburbs | Rural areas |
| Educational prospects for the future | | | | | | | |
| Teacher estimates that pupil will not complete high school, by reason of ability | No. | 1,253,972 | 143,695 | 206,174 | 382,065 | 119,295 | 402,743 |
| | % | 19.0 | 24.7 | 22.6 | 19.0 | 11.6 | 19.5 |
| Teacher estimates that pupil **will not complete** high school, by reason of attitude | No. | 1,708,573 | 204,496 | 283,667 | 505,878 | 169,941 | 554,591 |
| | % | 25.9 | 35.2 | 31.1 | 25.2 | 16.6 | 26.4 |

NOTE: Large cities (500,000 and over)
Middle-size cities (40,000 - 500,000)
Small cities (under 40,000)

[1/] Percentages refer to totals and do not add to 100%.

of $3,000 to $6,000. [5/] This would indicate that economic deprivation is almost twice as common among pupils in title I target schools as among the general population.

Family Social Status.--For 11.7 percent of enrolled pupils, teachers reported that there was no father in the home. For 1.7 percent of the pupils, teachers indicated that there was no mother in the home. Fathers of 3.5 percent of the pupils were reported to be unemployed. Fathers were reportedly fully employed in the homes of 75.2 percent of the pupils. However, the heads of household for 60.8 percent of the pupils were employed in low-status occupations (as, for example, laborers and unskilled workers) or as housewives.

In nearly 29 percent of the cases, pupils were members of families that included more than six members. About 70 percent of the pupils were white; approximately 22 percent were Negro; and 6 percent had Spanish surnames or were members of other minority racial or ethnic groups.

Family Educational Status.--Teachers also reported that the fathers and the mothers of 50 percent of the pupils had less than a high school education. Thirty-five percent of the pupils had no school experience prior to the 1st grade; 49 percent had attended kindergarten.

Thirteen percent of the elementary pupils in the surveyed schools had attended two or more different schools during the 1967-68 academic year, and nearly 8 percent missed 20 or more days in attendance.

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5/ Bureau of the Census, op. cit., series P-60, no. 59, Apr. 18, 1969, p. 40.

When teachers were asked whether their pupils were likely to complete high school, they indicated that 19 percent would not by reason of low ability, and 25.9 percent would not by reason of attitude.

Socioeconomic Composition and Location

Only 1 family out of 4 in the poverty areas of central cities, in 1967, had an income below the "poverty line," according to Bureau of the Census studies. 6/ It is reasonable to expect, therefore, that a school within a poverty area will enroll pupils from various family settings, some of them very poor indeed, and others at varied stages of poverty or affluence.

Table IV-1 shows that both large-city and rural schools reportedly had a higher proportion of low-income pupils (under $3,000 family income) than did middle-size or small-city and suburban schools. The large-city schools also reported a substantially greater proportion of pupils from "near-poor" families ($3,000 to $6,000 annual family income).

The proportion of unemployed fathers of elementary pupils in the large-city schools is nearly twice that of pupils in other title I assisted schools. For about 1 of 4 pupils in large-city schools, the father is reported to be absent from the home. Where the head of the household is employed, a greater proportion of those with children in large-city schools hold low-status occupations. Moreover, two-thirds of the fathers and 70 percent of the mothers of pupils in large-city schools are reported to have less than a high school education. In

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6/ Bureau of the Census, op. cit., series P-23, no. 27, Feb. 7, 1969, p. 66.

title I assisted schools in large cities, about two-thirds of the pupils are Negro, whereas three-fourths or more of the student body in suburban, rural, and small-city schools are white.

Preschool experience seems to be more common in urban schools. Less than half the pupils in rural schools and more than four-fifths of pupils in large-city schools had preschool experience prior to 1st grade. In large-city schools, two-thirds of the pupils had attended kindergarten, but only one-third of pupils in rural schools had done so. Urban schools also have a more mobile population. About 1 in 4 city pupils attended two or more different schools in 1967-68, but only 1 in 10 rural pupils did so.

School attendance in the large cities was significantly poorer than in other areas; more than 18 percent of pupils in the large cities were absent for 20 or more school days in 1967-68, while 10 percent or fewer of the pupils in other areas were absent so often.

There was less optimism among teachers in the schools of large and middle-size cities about the prospects that the present 2d-, 4th-, and 6th-graders would complete high school. Teachers in these locations reported that 23 to 25 percent of their pupils might lack the ability to complete high school, and about 31 to 35 percent might drop out due to attitude.

Socioeconomic Composition and Concentration of Economic Disadvantage

In schools having more than 50 percent of their enrollment from families whose household head is unemployed or on welfare, the percent having annual incomes under $3,000 was almost twice as high as the

average in schools having less than 50 percent of their enrollment from such families. A greater percent of the enrolled pupils in such schools also came from families having more than six members and from families without a father in the home. In such "high-concentration" schools, nearly 85 percent of employed heads of households held a low-status occupation. Nearly 70 percent of enrolled pupils in these schools were Negro and 10 percent had a Spanish surname or were clearly members of other racial or ethnic minority groups. Three-fourths of the fathers and mothers of pupils enrolled in the schools with high concentration of disadvantaged pupils had completed less than a high school education.

The preschool experience of pupils in high-concentration schools, however, was not markedly different from that of pupils in the low- and moderate-concentration schools. Fewer pupils among those in moderate-concentration schools attended kindergarten than among pupils in either low- or high-concentration schools. Absentee rates were higher among pupils in high- and moderate-concentration schools, as was mobility (attendance at two or more schools) during 1967-68.

Teachers in moderate- and high-concentration schools were less optimistic than those in low-concentration schools with respect to the future educational prospects of their pupils. About 1 in 4 pupils in the high-concentration schools was considered unlikely to complete high school by reason of ability; more than 1 in 3 were expected to drop out due to attitude. These data are summarized in table IV-2.

Table IV-2. Number and percent [1/] of survey population with selected characteristics, by concentration of disadvantaged pupils in school: School year 1967-68

| Characteristics | | Concentration of disadvantaged pupils | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| Total | | 6,345,978 | 4,753,395 | 1,020,251 | 572,332 |
| Family background | | | | | |
| Family income under $3,000 | No. | 1,094,924 | 527,381 | 339,637 | 227,906 |
| | % | 17.2 | 11.1 | 33.3 | 39.8 |
| Family income $3,000 to $6,000 | No. | 2,244,250 | 1,570,006 | 427,495 | 246,749 |
| | % | 35.4 | 33.0 | 41.9 | 43.1 |
| No father in the home | No. | 751,025 | 387,915 | 212,897 | 150,213 |
| | % | 11.8 | 8.2 | 20.9 | 26.2 |
| No mother in the home | No. | 107,748 | 67,094 | 24,416 | 16,237 |
| | % | 1.7 | 1.4 | 2.4 | 2.8 |
| Father unemployed | No. | 225,440 | 125,881 | 59,585 | 39,974 |
| | % | 3.6 | 2.6 | 5.8 | 7.0 |
| Father employed full time | No. | 4,757,405 | 3,845,814 | 613,440 | 298,152 |
| | % | 75.0 | 80.9 | 60.1 | 52.1 |
| Low-status occupation head of household | No. | 3,891,106 | 2,611,166 | 795,557 | 484,384 |
| | % | 61.3 | 54.9 | 78.0 | 84.6 |
| More than six members in family | No. | 1,847,671 | 1,229,567 | 379,699 | 238,405 |
| | % | 29.1 | 25.9 | 37.2 | 41.6 |
| Race or ethnic group | | | | | |
| White | No. | 4,389,178 | 3,897,302 | 398,126 | 93,750 |
| | % | 69.2 | 82.0 | 39.0 | 16.4 |
| Negro | No. | 1,403,511 | 556,609 | 456,511 | 390,391 |
| | % | 22.1 | 11.7 | 44.7 | 68.2 |
| Spanish-surname and other | No. | 398,015 | 216,466 | 124,573 | 56,976 |
| | % | 6.3 | 4.6 | 12.2 | 10.0 |

Table IV-2. Number and percent [1/] of survey population with selected characteristics, by concentration of disadvantaged pupils in school: School year 1967-68--Continued

| Characteristics | | Concentration of disadvantaged pupils | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| Educational background | | | | | |
| Father has less than high school education | No. | 3,204,460 | 2,070,687 | 708,941 | 424,832 |
| | % | 50.5 | 43.5 | 69.5 | 74.2 |
| Mother has less than high school education | No. | 3,172,210 | 2,029,150 | 714,429 | 428,631 |
| | % | 50.0 | 42.7 | 70.0 | 74.9 |
| Pupil had no pre-1st grade school experience | No. | 2,255,049 | 1,626,569 | 444,780 | 183,700 |
| | % | 35.5 | 34.2 | 43.6 | 32.1 |
| Pupil attended kindergarten | No. | 3,076,077 | 2,424,411 | 384,788 | 266,878 |
| | % | 48.5 | 51.0 | 37.7 | 46.6 |
| Pupil attended two or more schools in 1967-68 | No. | 828,931 | 586,301 | 145,837 | 96,793 |
| | % | 13.1 | 12.3 | 14.3 | 16.9 |
| Pupil missed 20 or more days of school in 1967-68 | No. | 506,288 | 297,277 | 114,292 | 94,718 |
| | % | 8.0 | 6.2 | 11.2 | 16.6 |
| Educational prospects for the future | | | | | |
| Teacher estimates that pupil will not complete high school, by reason of ability | No. | 1,218,482 | 793,775 | 264,939 | 159,769 |
| | % | 19.2 | 16.7 | 26.0 | 27.9 |
| Teacher estimates that pupil will not complete high school, by reason of attitude | No. | 1,658,421 | 1,089,657 | 356,100 | 212,664 |
| | % | 26.1 | 22.9 | 34.9 | 37.2 |

[1/] Percentages refer to totals and do not add to 100%.

C. Classification of Disadvantaged Pupils

As table IV-2 indicates, 19 percent of the grade 2, 4, and 6 pupils in schools with title I programs are considered by their teachers to lack the ability to complete high school; thus, they may be classified as "educationally disadvantaged." More than 52 percent of the pupils in the survey population suffered some degree of economic disadvantage; that is, their total family income was estimated to be less than $6,000 annually. It is clear that a number of pupils are handicapped both economically and educationally according to these criteria. Although parents' educational level, minority group membership, low status of parents' occupation, and other characteristics may add to, or be further signs of, educational or economic disadvantage, only family income and ability to finish high school were considered in classifying pupils as disadvantaged.

Using the two criteria, it was possible to (a) develop categories of disadvantaged pupils and (b) establish some possible alternative priorities for serving them with title I funds.

Two categories were established, based upon teachers' estimates of annual family income:

(1) Severe economic disadvantage: Under $3,000 annual family income. (This measure will be refined in subsequent reports to adjust for number of family members.)

(2) Moderate or mild economic disadvantage: $3,000 to $6,000 annual family income.

A third group would be called "Other": $6,000 or more annual family income.

Using the teachers' estimates of pupils' educational prospects, pupils could be separated as follows:

(1) Severe educational disadvantage: Teacher estimates that pupil will not complete high school, by reason of ability.

(2) Other: Teacher estimates that pupil has ability to complete high school.

Using these definitions, five classifications of disadvantaged pupils were created, as shown in table IV-3, with an additional classification of "Other."

Table IV-3. Number and percent of disadvantaged and other pupils in survey population, by economic and educational classification: School year 1967-68

| Classification | Number | Percent |
|---|---|---|
| Total | 6,424,652 | 100.0 |
| I. Severe multiple disadvantage: Under $3,000 family income and less than high school ability | 441,927 | 6.9 |
| II. Moderate multiple disadvantage: Family income $3,000 to $6,000 and less than high school ability | 551,720 | 8.6 |
| III. Educational disadvantage: Less than high school ability and family income $6,000 or more | 227,213 | 3.5 |
| IV. Severe economic disadvantage: Under $3,000 family income and high school ability or more | 679,285 | 10.6 |
| V. Moderate economic disadvantage: Family income $3,000 to $6,000 and high school ability or more | 1,749,702 | 27.2 |
| Other: Family income $6,000 or more and high school ability or more | 2,774,804 | 43.2 |

The survey indicated a total of 6,424,652 pupils in grades 2, 4, and 6 of title I assisted schools during 1967-68. Applying the foregoing criteria, therefore, 3,649,848 of those youngsters or 56 percent of them (types I through V) would seem to be "targets" for title I. Of those, 1,749,702 are moderately (V) and 679,285 are severely (IV) economically disadvantaged. Another 227,213 pupils (III) seemed to be educationally disadvantaged. The targets of highest priority presumably would be the 993,647 pupils (15.5 percent of the total) who were multiply disadvantaged (I and II).

Estimated Nationwide Total of Economically Disadvantaged Children

Income and population data from 1967, reported by the Bureau of the Census, provided reliable information regarding children and youth under age 18. For that year, 70,062,000 children under 18 years old were reported. Approximately 71 percent or 50,444,000 of these youngsters were in the age group 5 through 17 years. 7/

Of these 50 million, 9.2 percent were reported to be from families with an annual income under $3,000 and 20.2 percent from families with an annual income of $3,000 to $6,000. In the same report, 15.3 percent of all children under 18 years were identified as being from families whose incomes were below the "poverty threshold" established by the Social Security Administration for that year (i.e., for a nonfarm family of four, and income less than $3,335).

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7/ Bureau of the Census, op. cit., series P-60, no. 59, Apr. 18, 1969.

Applying these percentages to the number of 50 million children (age 5-17) estimated in the Current Population Reports, it is possible to approximate the number of economically disadvantaged children in the school-age population. These are summarized in table IV-4.

Table IV-4. Comparison of number of low-income children (age 5-17) in 10,979 title I assisted public school districts and in the United States, by annual family income: School year 1967-68

| Family income level | Children in U.S. population | | Projected number of children in title I districts |
|---|---|---|---|
| | Percent | Number | |
| All income levels | 100.0 | 50,440,000 | 48,365,091 |
| Income under $3,000 | 9.2 | 4,640,000 | 4,449,588 |
| Income $3,000 to $6,000 | 20.1 | 10,100,000 | 9,769,748 |
| Income more than $6,000 | 70.7 | 35,700,000 | 34,145,755 |
| Income under poverty level (equivalent to $3,334 for nonfarm family of four in 1967) | 15.3 | 7,700,000 | 7,399,859 |

On the evidence in this table, it might be postulated that at least 7.7 million school-age children are disadvantaged by reason of poverty. There may be as many as 14.7 million school-age children (those from families with income under $6,000 and including the 7.7 million below the poverty level) for whom inadequate family income may work to the disadvantage of the children.

The data from which table IV-3 was prepared indicated that 1,121,212 pupils came from families under $3,000 income; 441,927 (39.4 percent) of these were reported by teachers to lack the ability to complete high school (type I). The remaining 679,285 (60.6 percent) of

the low-income pupils were reported able to complete high school (type IV). Similarly, among 2,301,422 pupils from families with incomes of $3,000 to $6,000, teachers deemed that 551,720 (24 percent) lack the ability to complete high school (type II); the remaining 76 percent were deemed able to complete high school (type V). Among 3,002,018 pupils from families with an income of $6,000 or more, 227,213 (7.5 percent) were adjudged to lack the ability to complete high school (type III); the remaining 92.5 percent are regarded as not disadvantaged.

The above percentages have been applied to the total (projected in table IV-4) of 48,365,091 resident low-income children in districts assisted with title I funds. The calculation for each of five types of disadvantaged and "Other" pupils among the children (age 5-17) in 10,979 title I assisted school districts is as follows:

Type I. Pupils with severe and multiple disadvantage: 39.4 percent of the 4,449,588 resident children from families with an annual income under $3,000 produces an estimate of 1,753,583.

Type II. Pupils with moderate and multiple disadvantage: 24 percent of the 9,769,748 resident children from families with an annual income of $3,000 to $6,000 produces an estimate of 2,344,740.

Type III. Pupils disadvantaged educationally: 7.5 percent of the 34,145,755 resident children from families with an annual income of $6,000 or more produces an estimate of 2,561,075.

Type IV. Pupils severely disadvantaged economically: 60.6 percent of the 4,449,588 resident children from families with an annual income under $3,000 produces an estimate of 2,696,450.

Type V. Pupils moderately disadvantaged economically: 76 percent of the 9,769,748 resident children from families with an annual income of $3,000 to $6,000 produces an estimate of 7,425,009.

Other. Other pupils: 92.5 percent of the 34,145,755 resident children from families with an annual income of $6,000 or more produces an estimate of 31,584,234.

These calculations are summarized in table IV-5.

Table IV-5. Number and percent of disadvantaged and other pupils in 10,979 local public school districts, by economic and educational classification: School year 1967-68

| Classification | Resident children | |
|---|---|---|
| | Number | Percent |
| Total | 48,365,091 | 100.0 |
| I. Severe multiple disadvantage: Under $3,000 family income and less than high school ability | 1,753,583 | 3.6 |
| II. Moderate multiple disadvantage Family income $3,000 to $6,000 and less than high school ability | 2,344,740 | 4.8 |
| III. Educational disadvantage: Less than high school ability and family income $6,000 or more | 2,561,075 | 5.3 |
| IV. Severe economic disadvantage: Under $3,000 family income and high school ability or more | 2,696,450 | 5.6 |
| V. Moderate economic disadvantage: Family income $3,000 to $6,000 and high school ability or more | 7,425,009 | 15.4 |
| Other: Family income $6,000 or more and high school ability or more | 31,584,234 | 65.3 |

Characteristics of Pupils in Each Classification

Characteristics of the various classes of pupils are summarized in table IV-6. Indications of broad and genuine deprivations are found among the type I multiply disadvantaged pupils (i.e., low-ability pupils from families with less than $3,000 annual income) to a far greater extent than in all other pupil groups.

Table IV-6. Number and percent of survey population with selected characteristics, by economic and educational classification: School year 1967-68

| Characteristics | | Classification | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| **Total** | | 6,424,652 | 441,927 | 551,720 | 227,213 | 679,285 | 1,749,702 | 2,774,804 |
| Family background | | | | | | | | |
| More than six members in family | No. | 1,849,348 | 226,623 | 213,208 | 76,040 | 282,036 | 515,855 | 535,588 |
| | % | 28.8 | 51.3 | 38.6 | 3.5 | 41.5 | 29.5 | 19.3 |
| No father in the home | No. | 741,889 | 160,164 | 62,518 | 7,167 | 260,898 | 204,344 | 46,799 |
| | % | 11.6 | 36.2 | 11.3 | 3.2 | 38.4 | 11.7 | 1.7 |
| No mother in the home | No. | 109,030 | 14,810 | 14,131 | 3,697 | 20,409 | 34,324 | 21,659 |
| | % | 1.7 | 3.4 | 2.6 | 1.6 | 3.0 | 2.0 | .8 |
| Father unemployed | No. | 219,637 | 60,146 | 18,814 | 896 | 81,285 | 46,483 | 12,012 |
| | % | 3.4 | 13.6 | 3.4 | .4 | 12.0 | 2.7 | .4 |
| Father employed part time | No. | 503,907 | 95,822 | 66,850 | 8,204 | 127,575 | 158,413 | 47,042 |
| | % | 7.8 | 21.7 | 12.1 | 3.6 | 18.8 | 9.1 | 1.7 |
| Father employed full time | No. | 4,862,465 | 109,964 | 392,583 | 208,867 | 187,786 | 1,317,479 | 2,645,785 |
| | % | 75.7 | 24.9 | 71.2 | 91.9 | 27.6 | 75.3 | 95.4 |
| Mother at home (housewife) | No. | 3,756,703 | 246,114 | 314,294 | 124,782 | 357,724 | 979,152 | 1,734,636 |
| | % | 58.5 | 55.7 | 57.0 | 54.9 | 52.7 | 56.0 | 62.5 |
| Mother employed part time | No. | 983,178 | 101,987 | 91,745 | 26,461 | 149,691 | 267,906 | 345,307 |
| | % | 15.3 | 23.1 | 16.8 | 11.6 | 22.0 | 15.3 | 12.4 |
| Mother employed full time | No. | 1,455,321 | 63,642 | 117,090 | 69,388 | 131,976 | 436,896 | 636,329 |
| | % | 22.6 | 14.4 | 21.2 | 30.5 | 19.4 | 25.0 | 22.9 |

Table IV-6. Number and percent of survey population with selected characteristics, by economic and educational classification: School year 1967-68--Continued

| Characteristics | | Classification | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Low-status occupation of head of household | No. | 3,916,283 | 418,720 | 471,398 | 133,271 | 617,016 | 1,334,711 | 941,168 |
| | % | 61.0 | 94.8 | 85.4 | 58.6 | 90.8 | 76.3 | 33.9 |
| Race or ethnic group | | | | | | | | |
| White | No. | 4,480,232 | 149,369 | 303,949 | 180,294 | 214,738 | 1,129,760 | 2,502,122 |
| | % | 69.7 | 33.8 | 55.1 | 79.4 | 31.6 | 64.6 | 90.2 |
| Negro | No. | 1,399,209 | 228,466 | 173,598 | 32,251 | 365,899 | 428,744 | 170,259 |
| | % | 21.8 | 51.7 | 31.5 | 14.2 | 53.9 | 24.5 | 6.1 |
| Spanish-surname and other | No. | 393,756 | 45,197 | 59,357 | 10,522 | 59,852 | 146,654 | 72,173 |
| | % | 6.1 | 10.2 | 10.7 | 4.6 | 8.8 | 8.4 | 2.6 |
| Education background | | | | | | | | |
| Father has less than high school education | No. | 3,210,413 | 392,321 | 453,503 | 137,709 | 552,682 | 1,087,160 | 587,039 |
| | % | 50.0 | 88.8 | 82.2 | 60.6 | 81.4 | 62.1 | 21.2 |
| Mother has less than high school education | No. | 3,176,198 | 409,579 | 457,833 | 137,874 | 564,483 | 1,023,576 | 582,852 |
| | % | 49.4 | 92.7 | 83.0 | 60.7 | 83.1 | 58.5 | 21.0 |
| Pupil has no pre-1st-grade school experience | No. | 2,255,987 | 269,122 | 237,612 | 69,631 | 353,805 | 686,170 | 639,647 |
| | % | 35.1 | 60.9 | 43.1 | 30.6 | 52.1 | 39.2 | 23.1 |
| Pupil attended kindergarten | No. | 3,143,401 | 81,678 | 202,357 | 126,305 | 177,933 | 751,545 | 1,803,502 |
| | % | 48.9 | 18.5 | 36.7 | 55.6 | 26.2 | 43.3 | 65.0 |

Table IV-6. Number and percent of survey population with selected characteristics, by economic and educational classification: School year 1967-68--Continued

| Characteristics | | Classification | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Pupil attended two or more schools in 1967-68 | No. | 833,971 | 69,029 | 104,237 | 41,196 | 84,323 | 249,925 | 285,261 |
| | % | 13.0 | 15.6 | 18.9 | 18.1 | 12.4 | 14.3 | 10.3 |
| Pupil missed 20 days or more in school in 1967-68 | No. | 503,527 | 92,356 | 72,804 | 22,683 | 81,854 | 129,485 | 104,344 |
| | % | 7.8 | 20.9 | 13.2 | 10.0 | 12.1 | 7.4 | 3.8 |
| Educational prospects for the future | | | | | | | | |
| Teacher estimates that pupil will not complete high school, by reason of attitude | No. | 1,657,838 | 417,543 | 509,286 | 193,652 | 165,042 | 245,568 | 126,746 |
| | % | 25.8 | 94.5 | 92.3 | 85.2 | 24.3 | 14.0 | 4.6 |

School Location of Disadvantaged Pupils in Survey Population

Most disadvantaged youngsters attend schools in city and rural areas. About 55 percent of type I disadvantaged pupils included in the survey were enrolled in city schools, about 41 percent in rural schools, and not quite 4 percent in the suburbs. By contrast, the suburbs contained nearly 26 percent of the pupils who were not considered disadvantaged. (Table IV-7)

More than 80 percent of the pupils attending large-city schools were classified as disadvantaged, most of them severely or multiply so. In middle-size cities and in rural areas, about two-thirds of the survey pupils appeared to be disadvantaged. The reverse was reported in suburban districts, where most enrolled pupils (70.3 percent) were not disadvantaged by the criteria established in this report, and only 1.6 percent of enrolled pupils were multiply disadvantaged. (Table IV-8)

Enrollment of Disadvantaged Pupils in Relation to School Concentration of Economically Disadvantaged Pupils

Nearly one-half of the survey population with severe and multiple disadvantage were enrolled in schools with low concentrations of pupils whose parents were unemployed or welfare recipients. Nearly 1 of 5 such pupils, however, was enrolled in a school with high concentrations of such pupils. By contrast, nearly 90 percent of the surveyed elementary pupils who were not disadvantaged were enrolled in low-concentration schools, and only 2.6 percent were in high-concentration schools. These data are summarized in table IV-9.

Table IV-7. Number of pupils in survey population in each economic and educational classification, by school location, with percent distribution by classification: School year 1967-68

| School location | | Classification | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Total | | 6,406,048 | 441,139 | 550,088 | 255,781 | 677,238 | 1,744,189 | 2,767,613 |
| Large cities (500,000 and over) | No. | 557,047 | 51,727 | 70,174 | 16,767 | 90,543 | 219,729 | 108,108 |
| | % | 8.7 | 11.7 | 12.8 | 7.4 | 13.4 | 12.6 | 3.9 |
| Middle-size cities (40,000-500,000) | No. | 882,719 | 66,127 | 101,385 | 32,213 | 105,016 | 282,003 | 295,975 |
| | % | 13.8 | 15.0 | 18.4 | 14.3 | 15.5 | 16.2 | 10.7 |
| Small cities (under 40,000) | No. | 1,945,620 | 125,031 | 170,140 | 73,414 | 159,566 | 515,378 | 902,090 |
| | % | 30.4 | 28.3 | 30.9 | 32.5 | 23.6 | 29.5 | 32.6 |
| Suburbs | No. | 1,005,874 | 16,531 | 52,890 | 47,415 | 25,973 | 154,665 | 708,399 |
| | % | 15.7 | 3.8 | 9.6 | 21.0 | 3.8 | 8.9 | 25.6 |
| Rural areas | No. | 2,014,787 | 181,722 | 155,499 | 55,970 | 296,141 | 572,413 | 753,042 |
| | % | 31.4 | 41.2 | 28.3 | 24.8 | 43.7 | 32.8 | 27.2 |

Table IV-8. Number of pupils in survey population in each school location, by economic and educational classification with percent distribution by school location: School year 1967-68

| Classification | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large cities | Middle-size cities | Small cities | Suburbs | Rural areas |
| Total | | 6,406,048 | 557,047 | 882,719 | 1,945,620 | 1,005,874 | 2,014,787 |
| I. Under $3,000 family income and less than high school ability | No. | 441,139 | 51,727 | 66,127 | 125,031 | 16,531 | 181,722 |
| | % | 6.9 | 9.3 | 7.5 | 6.4 | 1.6 | 9.0 |
| II. Family income $3,000-$6,000 and less than high school ability | No. | 550,088 | 70,174 | 101,385 | 170,140 | 52,890 | 155,499 |
| | % | 8.6 | 12.6 | 11.5 | 8.7 | 5.3 | 7.7 |
| III. Less than high school ability and family income $6,000 or more | No. | 225,781 | 16,767 | 32,213 | 73,414 | 47,415 | 55,970 |
| | % | 3.5 | 3.0 | 3.6 | 3.8 | 4.7 | 2.8 |
| IV. Under $3,000 family income and high school ability or more | No. | 677,238 | 90,543 | 105,016 | 159,566 | 25,973 | 296,141 |
| | % | 10.6 | 16.3 | 11.9 | 8.2 | 2.6 | 14.7 |
| V. Family income $3,000-$6,000 and high school ability or more | No. | 1,744,189 | 219,729 | 282,003 | 515,378 | 154,665 | 572,413 |
| | % | 27.2 | 39.4 | 32.0 | 26.5 | 15.4 | 28.4 |
| Other. Family income $6,000 or more and high school ability or more | No. | 2,767,613 | 108,108 | 295,975 | 902,090 | 708,399 | 753,042 |
| | % | 43.2 | 19.4 | 33.5 | 46.4 | 70.3 | 37.4 |

Table IV-9. Number of pupils in survey population in each economic and educational classification, by school concentration of economically disadvantaged, with percent distribution by concentration: School year 1967-68

| Concentration of economically disadvantaged pupils 1/ | | Classification | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Total | | 6,165,609 | 428,924 | 535,302 | 218,572 | 659,782 | 1,696,626 | 2,626,404 |
| Low (under 26%) | No. | 4,628,830 | 211,573 | 373,688 | 185,470 | 313,755 | 1,187,541 | 2,356,802 |
| | % | 75.1 | 49.4 | 69.8 | 84.9 | 47.6 | 70.0 | 89.7 |
| Moderate (26-50%) | No. | 988,841 | 135,250 | 101,348 | 22,683 | 202,493 | 323,727 | 203,340 |
| | % | 16.0 | 31.5 | 18.9 | 10.4 | 30.7 | 19.1 | 7.7 |
| High (over 50%) | No. | 547,939 | 82,101 | 60,266 | 10,419 | 143,534 | 185,358 | 66,261 |
| | % | 8.9 | 19.1 | 11.3 | 4.7 | 21.8 | 10.9 | 2.6 |

1/ Percent of school enrollment from families whose head of household is unemployed or a welfare recipient.

High- and low-concentration schools contained markedly different patterns of distribution. In high-concentration schools, about 15 percent of enrolled pupils had severe multiple disadvantage. In low-concentration schools, on the other hand, fewer than 5 percent of enrolled pupils had severe multiple disadvantage, and fully half were not disadvantaged. Moderate-concentration schools had comparatively fewer disadvantaged pupils than were found in high-concentration schools, but their disadvantaged pupils were distributed--by type of disadvantage--in virtually identical fashion. These data are summarized in table IV-10.

**Distribution Among Minority Group Members**

Membership in a minority group does not automatically identify pupils as disadvantaged, according to these data. Substantial numbers of pupils in the minority groups are neither economically nor educationally deprived.

However, table IV-6 reports that 51.7 percent of pupils in the "severe multiple disadvantage" group were Negro, although members of that minority group constituted only 21.8 percent of the pupil population studied. By contrast, 69.7 percent of the pupil population were white, and only 33.8 percent were classified in disadvantaged type I.

A disproportionate share of the pupils classified as type I disadvantaged were also from families of Spanish extraction (as estimated by Spanish surname) or of other minority ethnic groups. They comprised about 10 percent of the type I disadvantaged pupils, but only 6 percent of the total school enrollment studied.

Table IV-10. Number of pupils in survey population in each economic and educational classification, by concentration of economically disadvantaged pupils, with percent distribution by concentration: School year 1967-68

| Classification | | Concentration of economically disadvantaged pupils | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| Total | | 6,165,609 | 4,628,829 | 988,841 | 547,939 |
| I. Under $3,000 family income and less than high school ability | No. | 428,924 | 211,573 | 135,250 | 82,101 |
| | % | 7.0 | 4.6 | 13.7 | 15.0 |
| II. Family income $3,000-$6,000 and less than high school ability | No. | 535,302 | 373,688 | 101,348 | 60,266 |
| | % | 8.7 | 8.1 | 10.2 | 11.0 |
| III. Less than high school ability and family income $6,000 or more | No. | 218,572 | 185,470 | 22,683 | 10,419 |
| | % | 3.5 | 4.0 | 2.3 | 1.9 |
| IV. Under $3,000 family income and high school ability or more | No. | 659,782 | 313,755 | 202,493 | 143,534 |
| | % | 10.7 | 6.8 | 20.5 | 26.2 |
| V. Family income $3,000-$6,000 and high school ability or more | No. | 1,696,626 | 1,187,541 | 323,727 | 185,358 |
| | % | 27.5 | 25.7 | 32.7 | 33.8 |
| Other. Family income $6,000 or more and high school ability or more | No. | 2,626,403 | 2,356,802 | 203,340 | 66,261 |
| | % | 42.6 | 50.8 | 20.6 | 12.1 |

The distribution--by type and extent of disadvantage--differs markedly among the three population groups (i.e., white, Negro, and Spanish-surname and other) recognized in this report. The data are summarized in table IV-11. For example, there were 1,399,209 Negro pupils in grades 2, 4, and 6; more than 16 percent of them were characterized as severely and multiply disadvantaged but only 12.2 percent as not disadvantaged. Among 393,756 elementary pupils of Spanish-surname and other ethnic groups, relatively more (18.3 percent) were characterized as not disadvantaged. By contrast, among the 4,480,232 white pupils, only 3.3 percent were identified as severely multiply disadvantaged and 55.9 percent as not disadvantaged.

Table IV-11. Number of pupils in survey population in each race or ethnic group, by economic and educational classification, with percent distribution by race or ethnic group: School year 1967-68

| Classification | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish sur&other | White |
| Total | | 6,273,196 | 1,399,209 | 393,755 | 4,480,232 |
| I. Under $3,000 family income and less than high school ability | No. | 423,032 | 228,466 | 45,197 | 149,369 |
| | % | 6.7 | 16.3 | 11.5 | 3.3 |
| II. Family income $3,000-$6,000 and less than high school ability | No. | 536,896 | 173,590 | 59,357 | 303,949 |
| | % | 8.6 | 12.4 | 15.1 | 6.8 |
| III. Less than high school ability and family income $6,000 or more | No. | 223,067 | 32,251 | 10,522 | 180,294 |
| | % | 3.6 | 2.3 | 2.7 | 4.0 |
| IV. Under $3,000 family income and high school ability or more | No. | 640,489 | 365,899 | 59,852 | 214,738 |
| | % | 10.2 | 26.2 | 15.2 | 4.8 |
| V. Family income $3,000-$6,000 and high school ability or more | No. | 1,705,158 | 428,744 | 146,654 | 1,129,760 |
| | % | 27.2 | 30.6 | 37.2 | 25.2 |
| Other. Family income $6,000 or more and high school ability or more | No. | 2,744,554 | 170,259 | 72,173 | 2,502,122 |
| | % | 43.7 | 12.2 | 18.3 | 55.9 |

D. Patterns of Deprivation and Program Services

After pupils in the survey were classified with respect to economic and educational disadvantage, it was possible to relate classes of disadvantage to special compensatory program services designed to overcome some of them.

Pupils with severe economic disadvantage--by definition--need basic life support services when they enter school. Their diets may be deficient; they may be ill-clothed; they usually have not received the medical and dental health services normally provided to children from higher income families. The severity of the disadvantage is variously estimated. The gap between families with incomes under $3,000 and those with incomes of $5,000, for example, amounts to about $170 per child for such services, according to one estimate. 8/

Not all poor pupils are educationally disadvantaged, by the criterion used in this report. Fully 17 percent of the pupils enrolled in the sample of title I elementary schools were **economically** disadvantaged, i.e., from families with less than $3,000 annual family income. However, 679,285 of those pupils--more than 60 percent of them--were not reported to be disadvantaged in educational respects. Hence, the economically disadvantaged pupil merits life support services, but he may not require other special forms of compensatory services.

The educationally disadvantaged pupil, on the other hand, whether poor or not, probably requires special remedial programs in basic skills--reading, arithmetic, and language usage. He presumably does not require special life support services

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8/ Cox, Eli. Consumer Demand and Redistribution of Income. East Lansing: Michigan State University, 1968.

The multiply disadvantaged pupil would seem to require both types of compensatory services--life support and special remedial attention to basic skills. Moreover, he may require special programs of "cultural enrichment" that are calculated to compensate for deficiencies in prior exposure in the home to literature, art, music, and travel.

The distribution by type of school has an important bearing on the question of how to deliver the kinds of special compensatory services that may be supported under title I. Delivery would be relatively easy if the target pupils were concentrated in a comparatively few schools. For example, it then could be feasible to address most title I services to those schools with the highest concentration of disadvantaged pupils, i.e., to high- and moderate-concentration schools, which have 26 percent or more pupils from families whose head of household is unemployed or a welfare recipient. However, 49.4 percent of such pupils with the most severe and multiple disadvantage are enrolled in low-concentration schools. Only 19.1 percent of them are in the high-concentration schools. (See table IV-9.) The delivery of title I services, accordingly, cannot readily be channeled through a relatively few carefully selected "schools for disadvantaged pupils," because those pupils are found in schools of all types.

Bearing in mind these distinctions, it is possible to discern some of the special requirements of the general elementary and secondary age population.

> For about 21 percent of the school population, there may be a need principally for life support services: Food, clothing, and medical and dental services. These would seem to be required by the moderately and severely economically disadvantaged children.

For another 5 percent of the population, there may be a need principally for special remedial programs in the basic reading, arithmetic, and language skills, to compensate for the educational (as contrasted to economic) disadvantage of these children.

For about 8.5 percent of the population, there would seem to be a need for both: Life support services and special programs in the basic skills. These would seem to be required for the children with moderate and severe multiple disadvantages.

Still other children may be truly disadvantaged simply by virtue of attending schools of poor quality; no estimate of their numbers is offered.

## V. SCHOOL PROGRAMS PROVIDED WITH TITLE I FUNDS

The Elementary and Secondary Education Act permits broad discretion to local school districts in determining the nature and type of programs and services which they will provide for educationally deprived pupils. The districts are expected to select target schools which have high concentrations of low-income pupils, but within the selected schools title I services are to be for all educationally deprived pupils, without regard to their economic status. 1/

Since 1965, thousands of local school districts have used title I money to try, in the language of the law, "to expand and improve their educational programs by various means . . . which contribute particularly to meeting the special educational needs of educationally deprived children." Some 20,000 projects underway in 1967-68, for example, were partly or entirely supported by title I funds. The "means" employed by the districts have, indeed, been extremely "various." Since adoption of title I in 1965, some districts have added entire programs and services that they had not previously offered their pupils. Other districts have improved and expanded selected programs or services which they offered before the enactment of title I.

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1/ Supplemental Report of the House Committee on Education and Labor, op. cit.

Many of the services and programs provided with title I funds are regarded as "special" or "remedial" or "compensatory." However, it should be understood that these terms have no universally accepted meaning. Consequently, what one district regards as special or compensatory or remedial may be regarded as simply part of the regular school program in another district. Similarly, what constitutes "enrichment" of the curriculum in one district may be an essential and ordinary part of it in another. Such variations among districts are at least partly the result of their relative poverty or affluence as units of government: A district which can spend no more than $450 per pupil each school year has an entirely different view of "regular" services and programs than a district which is able to spend $950 per pupil each year.

The survey data reported in this chapter relate primarily to the services and programs which local school districts have operated, partly or fully, with title I funds. The chapter considers three basic questions:

1. How have title I funds been used to meet the special needs of educationally disadvantaged pupils?
2. How well have the schools targeted title I programs and services to the disadvantaged? Specifically, what proportion of disadvantaged pupils in the title I assisted schools take part in special programs supported by title I funds and what proportion of all such participants are educationally deprived?

3. What are some notable examples of special educational programs for disadvantaged pupils?

A. Summary

From the available data, it is possible to make these observations:

1. More than 80 percent of all title I funds spent in 1967-68 were used to meet the primary needs of disadvantaged pupils for basic skills development and life support services.
2. About 70 percent of the pupils served by the programs and services supported with title I funds were "educationally deprived," as defined in chapter IV, but less than half of those needing compensatory services and enrolled in title I target schools actually participated in the special programs supported under title I.
3. The intensity of title I support for the programs and services, as measured by average expenditure per participant, appears to have been so low that it probably is unreasonable to expect measurable achievement gains by the average participant.

On the basis of these observations, it may be concluded that title I funds generally are being used for real pupil needs and not for frills, and that the funds are reaching the type of children for which they were intended but not nearly all such children and not at a level of support necessary to insure participant achievement gains.

Services Provided

In 1967-68, school districts spent $1.057 billion from title I funds. About $853 million was used for instructional programs and student services: $679 million during the regular academic year and an additional $174 million during the summer of 1968. Approximately $117 million of the total was spent for plant maintenance and operation, fixed charges, and costs of administration; $57 million for construction and building equipment; and $14.5 million for instructional equipment.

During the same period, salary expenditures provided from title I funds totaled $710,060,895, or 67 percent of district title I expenditures for all purposes. These funds supported 198,262 school positions during the regular 9-month school year and 207,567 positions during the summer of 1968.

Inasmuch as instructional staff salaries constituted 68.6 percent of all expenditures by school districts from non-Federal sources in 1967-68, it would appear that school districts tend to staff special compensatory programs with about the same labor intensity as their regular, ongoing programs. 2/

The largest areas of instructional expenditures were for basic skills and related academic courses. Special reading instruction

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2/ U.S. Office of Education. Projections of Educational Statistics to 1976-77. Washington: U.S. Government Printing Office, 1968.

alone accounted for over $292 million, or 47 percent of all instructional expenditures. Activities aimed at enriching the cultural background of disadvantaged pupils accounted for more than $56 million. This pattern of expenditure would seem to be consistent with the instructional needs of disadvantaged pupils described in chapter IV.

Pupils Served

National projections of the 1968 compensatory education survey data show that about 58 percent of all pupils enrolled in grades 2, 4, and 6 in schools operating title I programs participated in some form of title I program. Thirty-seven percent of these were provided instruction in basic academic skills and 21 percent participated in cultural enrichment activities, compensatory personnel services, or compensatory health and nutrition programs. About one-third of the participants, or approximately 19 percent of all pupils in grades 2, 4, and 6 of title I target schools, participated in two or more programs supported with title I funds.

Intensity of Support

The title I expenditure per participant in the several instructional areas appears to be low, particularly in the areas of basic skills development. Judgments on the intensity of support must be made with some caution, however, because district expenditures for similar purposes from sources other than title I are not reported and the services actually received by an individual participant therefore may be considerably more than the title I figures alone would indicate.

An average of $68 was spent on each participant in remedial reading programs during the 9-month academic year of 1967-68 and less than $40 per participant in similar summer programs. (See table V-1.)

If it is assumed that an effective remedial reading program might include a class size of 10 pupils for 1 hour per day, or 180 hours per year, with one remedial reading teacher serving five such groups, the cost to the school would be approximately $12,000 for the teacher's salary and for special materials and overhead, or an average of $240 for each participant. Even if the number of pupils served by a teacher were doubled, the indicated cost would be $120 per participant, or almost double the reported $68 figure. If the cost to the school were as little as $9,000, the cost per participant would be $90 per participant in classes of 10 students or $180 in classes of 20 each, still approximately 1 1/2 to 3 times the average title I expenditure reported.

Table V-1. Expenditures by local school districts for title I special programs: School year 1967-68

| Instructional activity | Regular academic term | | | Summer term: 1968 | | |
|---|---|---|---|---|---|---|
| | Expenditures | Participants | Cost per participant | Expenditures | Participants | Cost per participant |
| Total | $494,389,933 | -- | -- | $132,341,973 | -- | -- |
| Cultural enrichment activities | 40,990,959 | -- | -- | 15,553,139 | -- | -- |
| Art | 9,726,613 | 1,086,788 | $8.95 | 3,960,974 | 322,318 | $12.29 |
| Music | 12,349,985 | 1,620,525 | 7.62 | 3,054,425 | 268,015 | 11.40 |
| Other cultural enrichment | 18,914,361 | 1,828,577 | 10.34 | 8,537,740 | 591,595 | 14.43 |
| Basic skills development | 297,138,512 | -- | -- | 76,485,332 | -- | -- |
| Reading | 240,723,841 | 3,531,474 | 68.17 | 51,534,993 | 1,358,888 | 37.92 |
| English as 2d language | 9,944,606 | 276,939 | 35.91 | 1,198,160 | 25,174 | 47.60 |
| Speech | 7,129,839 | 376,743 | 18.92 | 2,117,664 | 115,364 | 18.36 |
| Other English | 14,470,979 | 593,563 | 24.38 | 3,939,677 | 154,893 | 25.43 |
| Mathematics | 24,869,247 | 1,076,931 | 23.09 | 17,694,838 | 679,900 | 26.03 |
| Other academic activities | 20,765,820 | -- | -- | 7,865,713 | -- | -- |
| Natural science | 9,484,581 | 788,398 | 12.03 | 3,811,266 | 174,698 | 21.82 |
| Social science | 9,391,749 | 772,530 | 12.16 | 3,814,085 | 182,645 | 20.88 |
| Foreign languages | 1,889,490 | 57,087 | 33.10 | 240,362 | 10,851 | 22.15 |
| Prevocational activities | 11,535,372 | -- | -- | 3,579,853 | -- | -- |
| Business education | 3,076,672 | 111,494 | 27.59 | 964,491 | 40,130 | 24.03 |
| Home economics | 1,961,474 | 106,312 | 18.45 | 403,808 | 21,463 | 18.81 |
| Industrial arts | 3,396,361 | 92,321 | 36.79 | 1,105,947 | 27,644 | 40.01 |
| Vocational education | 3,100,865 | 60,490 | 51.26 | 1,105,607 | 50,495 | 21.90 |

Table V-1. Expenditures by local school districts for title I special programs: School year 1967-68--Continued

| Instructional activity | Regular academic term | | | Summer term: 1968 | | |
|---|---|---|---|---|---|---|
| | Expenditures | Participants | Cost per participant | Expenditures | Participants | Cost per participant |
| Health, physical education, and recreation | $17,521,343 | 1,912,873 | $ 9.16 | $ 9,132,639 | 741,391 | $12.32 |
| Other | 106,437,927 | -- | -- | 19,725,297 | -- | -- |
| Special activities for handicapped | 17,879,190 | 123,155 | 145.32 | 1,845,383 | 19,103 | 96.60 |
| Prekindergarten and kindergarten | 30,488,791 | 228,120 | 133.65 | 11,880,066 | 151,395 | 78.47 |
| Other instructional activities | 58,051,946 | 1,983,790 | 29.26 | 5,999,848 | 248,740 | 24.12 |

NOTE.-Numbers of participants are not additive because many children participated in more than one activity.

In addition to the special instructional programs offered to compensate for educational disadvantage, schools also provided certain life support services to compensate for economic disadvantage. These services included food, clothing, and medical and dental services at a cost of $55 million. It has been estimated that, at 1960 costs, an expenditure of about $170 per pupil would be needed to provide services equivalent to those available to the average pupil from a family having a $5,000 annual income. 3/ But any pupil receiving all four services at the average level of expenditure reported under title I would have received only $45.37, or less than 27 percent of the $170 estimated requirement. Poor pupils in title I assisted schools may, of course, receive life support services from sources other than their schools and from sources other than title I within the schools, but the extent to which such additional support is provided is unknown. In the absence of such data, it is not possible to determine the extent to which any one child may be receiving the desired level of assistance, but it is nonetheless evident that title I does not meet the full need for such services.

B. Program Expenditures

Nearly 81 percent of the title I funds in 1967-68 was expended for instructional programs and student services. Of instructional expenditures, $626,731,906 was expended directly for

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3/ Cox, op. cit.

special instructional programs (table V-1) and about $205,000,000 for related pupil and school services (table V-2).

The pattern of expenditures has changed materially since the inception of the title I funding program in 1965-66. Construction and equipment accounted for nearly one-third of the expenditures in the 1st year of the program; by 1967-68, however, such expenditures constituted less than 10 percent of the total. Expenditures for instructional programs and student services increased from 59 percent of the total in 1965-66 to more than 75 percent in 1966-67 and nearly 80 percent in 1967-68. Similarly, expenditures for administration and related services (including plant maintenance and operation) increased from 3.3 percent of the total expenditures in 1965-66 to 11 percent in 1967-68. (See table V-3.)

C. Participation in Programs Assisted by Title I

About 37 percent of the pupils enrolled in the survey schools were reported to have participated in special academic programs in 1967-68. It was reported also that nearly 60 percent of enrolled pupils were disadvantaged, as measured by criteria described in chapters III and IV.

Table V-2. Expenditures by local school districts for title I related instructional services: School year 1967-68, regular and summer terms combined

| Type of service | Expenditures | Participants | Cost per participant |
|---|---|---|---|
| Total | $204,997,479 | -- | -- |
| Life support and personal services for pupils | 105,652,191 | -- | -- |
| Clothing | 1,890,673 | 165,325 | $11.44 |
| Food | 31,916,598 | 1,920,344 | 16.62 |
| Health-dental | 5,082,099 | 542,371 | 9.37 |
| Health-medical | 16,109,275 | 2,029,601 | 7.94 |
| Speech therapy | 4,171,220 | 208,987 | 19.96 |
| Counseling and guidance | 36,243,270 | 1,786,376 | 20.29 |
| Psychological services | 7,974,556 | 751,910 | 10.61 |
| Special services for the handicapped | 2,264,500 | 47,044 | 48.14 |
| Related school services | 99,345,288 | -- | -- |
| Attendance | 6,258,667 | 939,954 | 6.66 |
| Library | 42,501,601 | 3,592,475 | 11.83 |
| School social work | 13,489,775 | 908,752 | 14.84 |
| Transportation | 15,382,368 | 2,220,968 | 6.93 |
| Other service activities | 21,712,877 | 1,740,707 | 12.47 |

NOTE.-See NOTE to table V-1.

Table V-3. Amount and percent of title I expenditures in local school districts, by purpose: Fiscal years 1966-68

| Purpose of expenditure | 1966 | | 1967 | | 1968 | |
|---|---|---|---|---|---|---|
| | Expenditure | Percent | Expenditure | Percent | Expenditure | Percent |
| Total | $969,935,000 | 100.0 | $974,054,000 | 100.0 | $1,056,960,403 | 100.0 |
| Administration | 32,007,855 | 3.3 | 49,676,754 | 5.1 | 116,638,004 | 11.0 |
| Construction | 96,993,500 | 10.0 | 48,702,700 | 5.0 | 42,041,679 | 4.0 |
| Equipment | 204,656,285 | 21.1 | 75,002,158 | 7.7 | 45,879,117 | 4.3 |
| Instruction | 500,486,460 | 51.6 | 640,927,532 | 65.8 | 626,731,906 | 59.3 |
| Services | 70,805,255 | 7.3 | 93,509,184 | 9.6 | 215,983,861 | 20.4 |
| Other | 64,985,645 | 6.7 | 66,235,672 | 6.8 | 9,685,836 | 1.0 |

Among those who participated in special academic programs, about 70 percent were reported to be disadvantaged. This would indicate that disadvantaged pupils who participated in the special programs constituted about 26 percent of all pupils in title I assisted schools even though 57 percent of all pupils in the surveyed schools were reported to be disadvantaged (table V-4).

Disadvantaged Participants and School Location

The percent of disadvantaged pupils among participants varies by school location. The 1968 Survey on Compensatory Education indicates that 82 percent of participants in large city elementary schools were disadvantaged; by contrast, only 49 percent of the participants in suburban schools were disadvantaged. Two-thirds of the participants in small-city schools, and about three-fourths of those in middle-size city and rural schools, were disadvantaged. (See table V-5.)

Most large- and middle-size city participants attend schools with high or moderate concentrations of economically disadvantaged pupils. On the other hand, three-fourths of the participants in small cities, suburbs, and rural areas were reported to be enrolled in schools with low concentration of such pupils. This corresponds roughly to the distribution of all pupils enrolled in the schools sampled in 1967-68, as reported in table III-7. If any trend is evident, it is that special academic programs were concentrated somewhat in the high- and moderate-concentration schools. For example, 22.5 percent of the rural school participants were in

Table V-4. Percent of pupils in the school age population, in title I assisted elementary schools, and among participants in title I special academic programs, grades 2, 4, and 6, by classification of disadvantage: School year 1967-68

| Number of pupils | Classification of disadvantage 1/ | | | | | |
|---|---|---|---|---|---|---|
| | I | II | III | IV | V | Other |
| Estimated 31.6 million in school age population | 3.6 | 4.8 | 5.3 | 5.6 | 15.4 | 65.3 |
| Projected 6.4 million in title I assisted schools | 6.9 | 8.6 | 3.5 | 10.6 | 27.2 | 43.2 |
| Participants (2.3 million) in title I special academic programs | 10.0 | 11.8 | 4.0 | 14.5 | 29.9 | 29.8 |

1/ I - Pupils from familes with less than $3,000 family income and whose teachers estimate that they lack the ability to complete high school.

II - Pupils from families with $3,000 to $6,000 family income and whose teachers estimate that they lack the ability to complete high school.

III - Pupils from families with $6,000 or more family income and whose teachers estimate that they lack the ability to complete high school.

IV - Pupils from families with less than $3,000 family income and whose teachers estimate that they have the ability to complete high school

V - Pupils from families with $3,000 to $6,000 family income and whose teachers estimate that they have the ability to complete high school.

Other - Pupils from families with $6,000 or more family income and whose teachers estimate that they have the ability to complete high school.

Table V-5. Number of participants in title I academic programs, grades 2, 4, and 6, by school location, with percent distribution by classification of disadvantage: School year 1967-68

| School location | | Classification of disadvantage 1/ | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Total | No. | 2,337,328 | 232,646 | 275,696 | 93,708 | 339,339 | 699,025 | 696,915 |
| | % | 100.0 | 10.0 | 11.8 | 4.0 | 14.5 | 29.9 | 29.8 |
| Large city (500,000 and over) | No. | 243,234 | 23,901 | 30,826 | 6,997 | 41,911 | 95,916 | 43,684 |
| | % | 100.0 | 9.8 | 12.7 | 2.9 | 17.2 | 39.4 | 18.0 |
| Middle-size city (40,000 - 500,000) | No. | 340,316 | 33,921 | 46,264 | 13,359 | 48,577 | 113,236 | 84,958 |
| | % | 100.0 | 10.0 | 13.6 | 3.9 | 14.3 | 33.3 | 24.9 |
| Small city (under 40,000) | No. | 681,088 | 66,265 | 95,640 | 28,947 | 71,788 | 192,197 | 226,251 |
| | % | 100.0 | 9.7 | 14.1 | 4.3 | 10.5 | 28.2 | 33.2 |
| Suburbs | No. | 202,108 | 7,003 | 18,998 | 16,024 | 11,983 | 44,421 | 103,678 |
| | % | 100.0 | 3.5 | 9.4 | 7.9 | 5.9 | 22.0 | 51.3 |
| Rural areas | No. | 870,582 | 101,556 | 83,967 | 28,381 | 165,079 | 253,255 | 238,344 |
| | % | 100.0 | 11.7 | 9.6 | 3.3 | 19.0 | 29.1 | 27.4 |

1/ See footnote to table V-4.

moderate-concentration schools, yet only 15.2 percent of all rural pupils were enrolled in such schools. About 24 percent of middle-size city participants were in high-concentration schools, and only 18.6 percent of all middle-size city pupils were enrolled in those schools. By contrast, 56 percent of all middle-size city pupils were enrolled in low-concentration schools; only 48 percent of middle-size city participants were enrolled in those schools. (Tables III-7 and V-6)

Disadvantaged Participants and School Concentration of Economically Disadvantaged Pupils

About 63 percent of the participants in low-concentration schools were reported to be disadvantaged. By contrast, among participants in moderate- and high-concentration schools, 83 and 89 percent, respectively, were reported to be disadvantaged. About 28 percent of the participants in the moderate- and high-concentration schools were multiply disadvantaged, and an additional 24 to 26 percent were severely economically disadvantaged (see table V-7).

Disadvantaged Participants and Minority Group Members

Among Negro participants in special academic programs, about 90 percent were reported by their teachers to be disadvantaged. This compares to 88 percent of all the Negro pupils enrolled. About 85 percent of participants with Spanish surnames are disadvantaged, as opposed to 82 percent of enrolled pupils with Spanish surnames. Among white participants, 58 percent were disadvantaged, while 44 percent of white pupils enrolled were reported to be disadvantaged.

Table V-6. Number of participants in title I academic programs, grades 2, 4, and 6, by school location, with percent distribution by school concentration of economically disadvantaged pupils: School year 1967-68

| School location | | School concentration 1/ | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| Total | No. | 2,339,000 | 1,560,473 | 519,465 | 259,062 |
| | % | 100.0 | 66.7 | 22.2 | 11.1 |
| Large city (500,000 and over) | No. | 244,421 | 73,832 | 72,247 | 98,342 |
| | % | 100.0 | 30.2 | 29.6 | 40.2 |
| Middle-size city (40,000 - 500,000) | No. | 344,607 | 164,674 | 98,063 | 81,870 |
| | % | 100.0 | 47.8 | 28.5 | 23.7 |
| Small city (under 40,000) | No. | 689,076 | 539,906 | 121,087 | 28,082 |
| | % | 100.0 | 78.4 | 17.6 | 4.1 |
| Suburbs | No. | 201,217 | 156,444 | 34,339 | 10,434 |
| | % | 100.0 | 77.8 | 17.0 | 5.2 |
| Rural areas | No. | 859,679 | 625,617 | 193,728 | 40,334 |
| | % | 100.0 | 72.8 | 22.5 | 4.7 |

1/ Percent of concentration of economically disadvantaged pupils in schools.

Table V-7. Number of participants in title I academic programs, grades 2, 4, and 6, by school concentration of economically disadvantaged pupils, with percent distribution by classification of disadvantage: School year 1967-68

| School concentration | | Classification of disadvantage 1/ | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Total | No. | 2,279,423 | 228,248 | 266,933 | 91,258 | 332,280 | 681,409 | 679,295 |
| | % | 100.0 | 10.0 | 11.7 | 4.0 | 14.6 | 29.9 | 29.8 |
| Low (under 26%) | No. | 1,524,016 | 104,250 | 182,222 | 75,657 | 147,980 | 447,770 | 566,137 |
| | % | 100.0 | 6.8 | 11.9 | 5.0 | 9.7 | 29.4 | 37.2 |
| Moderate (26-50%) | No. | 506,726 | 83,573 | 56,643 | 10,324 | 119,257 | 152,036 | 84,894 |
| | % | 100.0 | 16.5 | 11.2 | 2.0 | 23.5 | 30.0 | 16.8 |
| High (over 50%) | No. | 248,680 | 40,425 | 28,068 | 5,278 | 65,043 | 81,603 | 28,285 |
| | % | 100.0 | 16.2 | 11.3 | 2.1 | 26.2 | 32.8 | 11.4 |

1/ See footnote to table V-4.

When compared with data in table IV-6, it appears that schools tended to extend compensatory academic services to disadvantaged pupils without regard to race or ethnic origin. That is, each type of disadvantaged pupils is more numerous among participants in compensatory programs than in the enrollment of the schools. (Tables IV-6 and V-8)

Most Negro participants are found in schools of the large cities and the rural areas. About three-fourths of the white participants are found in small cities and rural areas, as are one-half of the participants with Spanish surnames (see table V-9).

Nearly two-thirds of Negro participants are in high- or moderate-concentration schools. By contrast, 84 percent of the white participants and 56 percent of those with Spanish surnames are reported to be in low-concentration schools (see table V-10).

D. Intensity of Participation in Special Programs

It has been noted above that 70 percent of the participants in special academic programs were reported to be disadvantaged. These proportions were greatest in large-city schools and in high-concentration schools. This section presents data on the intensity of participation of disadvantaged pupils in those compensatory academic programs. Teachers in the sampled schools were asked to report the number of extra hours of instruction that participants received in reading, arithmetic, language, and other related basic skills programs. The teachers reported that about 70 percent of the participants received fewer than 4 hours of extra instruction weekly

Table V-8. Number of participants in title I academic programs, grades 2, 4, and 6, by race or ethnic group, with percent distribution by classification of disadvantage: School year 1967-68

| Race or ethnic group | | Classification of disadvantage 1/ | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Total | No. | 2,274,177 | 225,264 | 267,673 | 92,174 | 320,909 | 682,241 | 685,916 |
| | % | 100.0 | 9.9 | 11.8 | 4.0 | 14.1 | 30.0 | 30.2 |
| Negro | No. | 671,431 | 118,818 | 77,092 | 14,354 | 195,229 | 196,424 | 68,514 |
| | % | 100.0 | 17.7 | 11.5 | 2.1 | 29.1 | 29.2 | 10.4 |
| Spanish-surname and other | No. | 198,538 | 28,968 | 36,745 | 5,025 | 29,642 | 69,163 | 28,994 |
| | % | 100.0 | 14.6 | 18.5 | 2.5 | 14.9 | 34.9 | 14.6 |
| White | No. | 1,404,208 | 77,478 | 153,836 | 72,795 | 96,038 | 416,654 | 587,408 |
| | % | 100.0 | 5.5 | 10.9 | 5.2 | 6.8 | 29.7 | 41.9 |

1/ See footnote to table V-4.

Table V-9. Number of participants in title I academic programs, grades 2, 4, and 6, by race or ethnic group, with percent distribution by school location: School year 1967-68

| Race or ethnic group | | School location | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Large city | Middle-size city | Small city | Suburbs | Rural areas |
| Total | No. | 2,330,063 | 241,572 | 337,245 | 683,484 | 197,979 | 869,784 |
| | % | 100.0 | 10.4 | 14.5 | 29.3 | 8.5 | 37.3 |
| Negro | No. | 690,800 | 163,073 | 134,667 | 122,666 | 36,329 | 234,065 |
| | % | 100.0 | 23.6 | 19.5 | 17.8 | 5.2 | 33.9 |
| Spanish-surname and other | No. | 204,441 | 46,862 | 35,301 | 53,509 | 21,871 | 46,899 |
| | % | 100.0 | 22.9 | 17.3 | 26.2 | 10.7 | 22.9 |
| White | No. | 1,434,822 | 31,637 | 167,277 | 507,309 | 139,779 | 588,821 |
| | % | 100.0 | 2.2 | 11.7 | 35.4 | 9.7 | 41.0 |

NOTE.-Large city: 500,000 and over
Middle-size city: 40,000 - 500,000
Small city: Under 40,000

Table V-10. Number of participants in title I academic programs, grades 2, 4, and 6, by race or ethnic group, with percent distribution by school concentration of economically disadvantaged pupils: School year 1967-68

| Race or ethnic group | | School concentration | | | |
|---|---|---|---|---|---|
| | | Total | Low (under 26%) | Moderate (26-50%) | High (over 50%) |
| Total | No. | 2,273,902 | 1,532,151 | 498,010 | 243,740 |
| | % | 100.0 | 67.4 | 21.9 | 10.7 |
| Negro | No. | 673,638 | 241,918 | 252,636 | 179,084 |
| | % | 100.0 | 35.9 | 37.5 | 26.6 |
| Spanish-surname and other | No. | 201,330 | 113,289 | 64,113 | 23,929 |
| | % | 100.0 | 56.3 | 31.8 | 11.9 |
| White | No. | 1,398,933 | 1,176,945 | 181,262 | 40,727 |
| | % | 100.0 | 84.1 | 13.0 | 2.9 |

during the regular 1967-68 academic term. About half of the severely economically disadvantaged participants, however, received 4 or more extra hours of instruction in reading weekly, or no less than 144 extra instruction hours during the school year. These data are summarized in table V-11.

Not all of the disadvantaged pupils enrolled in the schools participated in the special programs designed for them. In the lowest income group and among pupils whose teachers do not expect them to go beyond the 8th grade because of lack of ability, only 50 percent participated. (Table V-12)

With one exception in the survey sample, less than one-half of the lowest income pupils participated in special academic programs. The exception is found within rural schools, where 267,806 or 55.7 percent of the 480,436 lowest income pupils did participate in special

Table V-11. Number and percent of participants, grades 2, 4, and 6, who received 4 hours or more of special remedial instruction in basic skills, by classification of disadvantage: School year 1967-68

| Area of extra remedial instruction | | Classification of disadvantage 1/ | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | I | II | III | IV | V | Other |
| Reading | No. | 1,975,575 | 223,238 | 247,613 | 83,478 | 311,113 | 569,753 | 540,378 |
| | % | 30.8 | 50.5 | 44.9 | 36.7 | 45.8 | 32.6 | 19.5 |
| Arithmetic | No. | 752,245 | 76,682 | 72,151 | 25,583 | 129,672 | 221,064 | 227,092 |
| | % | 11.7 | 17.4 | 13.1 | 11.3 | 19.1 | 12.6 | 8.2 |
| Language | No. | 785,834 | 85,124 | 72,587 | 21,863 | 131,830 | 232,010 | 241,821 |
| | % | 12.2 | 19.3 | 13.2 | 9.6 | 19.5 | 13.3 | 8.7 |
| Other academic subject | No. | 1,383,139 | 116,864 | 121,000 | 43,699 | 213,755 | 417,069 | 470,753 |
| | % | 21.5 | 26.4 | 21.9 | 19.2 | 31.5 | 23.8 | 17.0 |

1/ See footnote to table V-4.

Table V-12. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and projected educational level based on pupil ability, with percent of participants in each income level-educational level group: School year 1967-68

| Projected educational level based on ability | | Family income level | | | | |
|---|---|---|---|---|---|---|
| | | Total | Under $3,000 | $3,000-$5,999 | $6,000-$9,000 | Over $9,000 |
| Total | P+NP | 6,424,652 | 1,121,212 | 2,301,422 | 2,154,524 | 847,494 |
| | P | 2,341,799 | 573,042 | 976,779 | 625,767 | 166,211 |
| | CELL PCT | 36.5 | 51.1 | 42.4 | 29.0 | 19.6 |
| 8th grade or less | P+NP | 334,388 | 156,674 | 133,203 | 40,925 | 3,587 |
| | P | 168,758 | 82,119 | 66,918 | 18,223 | 1,497 |
| | CELL PCT | 50.5 | 52.4 | 50.2 | 44.5 | 41.7 |
| 9 - 12th grade | P+NP | 886,472 | 285,254 | 418,517 | 160,632 | 22,069 |
| | P | 434,546 | 150,896 | 209,240 | 66,843 | 7,566 |
| | CELL PCT | 49.0 | 52.9 | 50.0 | 41.6 | 34.3 |
| Graduate high school | P+NP | 2,391,385 | 432,262 | 993,295 | 797,824 | 168,005 |
| | P | 939,341 | 232,891 | 414,212 | 249,618 | 42,620 |
| | CELL PCT | 39.3 | 53.9 | 41.7 | 31.3 | 25.4 |
| Enter college | P+NP | 2,812,406 | 247,023 | 756,407 | 1,155,143 | 653,833 |
| | P | 799,154 | 107,136 | 286,409 | 291,083 | 114,527 |
| | CELL PCT | 28.4 | 43.4 | 37.9 | 25.2 | 17.5 |
| No response 1/ | P+NP | 28,303 | 6,809 | 12,418 | 5,282 | 3,794 |
| | P | 10,359 | 3,084 | 4,951 | 1,815 | 509 |
| | CELL PCT | 36.6 | 45.3 | 39.9 | 34.4 | 13.4 |

NOTE.-"P" represents participants in special compensatory programs, "NP" represents pupils who are enrolled in the schools but not participating in special academic programs, and "P+NP" represents total enrollment in the schools.

1/ Data were available for one of the variables only. Nonresponses, though printed, are not included in totals.

basic skills programs. Large-city schools appeared to be less selective than all other schools in reaching disadvantaged pupils: 40 percent of the highest income pupils also participated. (See table V-13.)

A greater proportion of low-income pupils was reached in moderate-concentration schools in 1967-68 than in schools with high or low concentrations of economically disadvantaged pupils. Moderate-concentration schools also reached a greater proportion of the lowest ability pupils in their enrollment and provided special academic programs for a greater than average proportion of their Negro and Spanish-surname pupils. (See tables V-14, V-15, and V-16.)

Table V-13. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and school location, with percent of participants in each income level-school location group: School year 1967-68

| School location | | Family income level | | | | |
|---|---|---|---|---|---|---|
| | | Total | Under $3,000 | $3,000-$5,999 | $6,000-$9,000 | Over $9,000 |
| Total | P+NP | 6,434,270 | 1,125,147 | 2,306,678 | 2,153,528 | 848,917 |
| | P | 2,347,672 | 575,053 | 979,672 | 626,299 | 166,648 |
| | CELL PCT | 36.5 | 51.1 | 42.5 | 29.1 | 19.6 |
| Large city | P+NP | 559,438 | 143,072 | 291,146 | 111,080 | 14,141 |
| | P | 244,270 | 66,164 | 127,329 | 45,062 | 5,714 |
| | CELL PCT | 43.7 | 46.3 | 43.7 | 40.6 | 40.4 |
| Middle-size city | P+NP | 886,756 | 172,501 | 385,098 | 266,850 | 62,306 |
| | P | 341,595 | 82,923 | 159,999 | 84,751 | 13,923 |
| | CELL PCT | 38.5 | 48.1 | 41.6 | 31.8 | 22.4 |
| Small city | P+NP | 1,953,166 | 286,460 | 689,339 | 715,457 | 261,910 |
| | P | 684,067 | 139,094 | 289,228 | 205,133 | 50,612 |
| | CELL PCT | 35.0 | 48.6 | 42.0 | 28.7 | 19.3 |
| Suburbs | P+NP | 1,012,174 | 42,679 | 209,972 | 450,792 | 308,731 |
| | P | 203,941 | 19,066 | 64,981 | 88,915 | 30,979 |
| | CELL PCT | 20.2 | 44.7 | 31.0 | 19.7 | 10.0 |
| Rural areas | P+NP | 2,022,737 | 480,436 | 731,123 | 609,348 | 201,829 |
| | P | 873,798 | 267,806 | 338,135 | 202,437 | 65,420 |
| | CELL PCT | 43.2 | 55.7 | 46.3 | 33.2 | 32.4 |
| No response 1/ | P+NP | 18,684 | 2,873 | 7,161 | 6,278 | 2,371 |
| | P | 4,487 | 1,073 | 2,059 | 1,283 | 71 |
| | CELL PCT | 24.0 | 37.3 | 28.8 | 20.4 | 3.0 |

1/ See footnote 1/ to table V-12.

Table V-14. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and school concentration, with percent of participants in each income level-school concentration group: School year 1967-68

| School concentration | | Family income level | | | | |
|---|---|---|---|---|---|---|
| | | Total | Under $3,000 | $3,000-$5,999 | $6,000-$9,000 | Over $9,000 |
| Total | P+NP | 6,193,118 | 1,094,924 | 2,244,250 | 2,081,083 | 772,861 |
| | P | 2,289,353 | 563,182 | 953,293 | 610,525 | 162,353 |
| | CELL PCT | 37.0 | 51.4 | 42.5 | 29.3 | 21.0 |
| Low (under 26%) | P+NP | 4,647,719 | 527,381 | 1,570,006 | 1,816,391 | 733,941 |
| | P | 1,529,936 | 252,897 | 633,117 | 496,285 | 147,637 |
| | CELL PCT | 33.0 | 48.0 | 40.3 | 27.3 | 20.1 |
| Moderate (26-50%) | P+NP | 993,905 | 339,637 | 427,495 | 193,846 | 32,926 |
| | P | 509,208 | 204,061 | 209,829 | 83,756 | 11,561 |
| | CELL PCT | 51.2 | 60.1 | 49.1 | 43.2 | 35.1 |
| High (over 50%) | P+NP | 551,494 | 227,906 | 246,749 | 70,846 | 5,994 |
| | P | 250,209 | 106,224 | 110,347 | 30,483 | 3,156 |
| | CELL PCT | 45.4 | 46.6 | 44.7 | 43.0 | 52.7 |
| No response 1/ | P+NP | 259,836 | 33,096 | 69,590 | 78,723 | 78,427 |
| | P | 62,806 | 12,944 | 28,438 | 17,058 | 4,367 |
| | CELL PCT | 24.2 | 39.1 | 40.9 | 21.7 | 5.6 |

1/ See footnote 1/ to table V-12.

Table V-13. Sum of participants and nonparticipants, grades 2, 4, and 6, by projected educational level based on pupil ability and school concentration, with percent of participants in each educational level-school concentration: School year 1967-68

| School concentration | | Projected educational level based on ability | | | | |
|---|---|---|---|---|---|---|
| | | Total | 8th grade or less | 9 - 12th grade | Graduate h.s. | Enter college |
| Total | P+NP | 6,311,150 | 334,416 | 884,066 | 2,363,184 | 2,729,484 |
| | P | 2,330,939 | 168,945 | 434,626 | 937,561 | 789,807 |
| | CELL PCT | 37.0 | 50.5 | 49.1 | 39.7 | 28.9 |
| Low (under 26%) | P+NP | 4,729,997 | 215,188 | 578,586 | 1,750,847 | 2,185,375 |
| | P | 1,555,023 | 100,114 | 272,554 | 628,727 | 553,628 |
| | CELL PCT | 32.9 | 46.5 | 47.1 | 35.9 | 25.3 |
| Moderate (26-50%) | P+NP | 1,013,763 | 73,229 | 191,710 | 397,586 | 351,239 |
| | P | 517,971 | 45,661 | 107,725 | 209,481 | 155,105 |
| | CELL PCT | 51.1 | 62.4 | 56.2 | 52.7 | 44.2 |
| High (over 50%) | P+NP | 567,390 | 45,999 | 113,770 | 214,751 | 192,870 |
| | P | 257,944 | 23,170 | 54,347 | 99,352 | 81,074 |
| | CELL PCT | 45.5 | 50.4 | 47.8 | 46.3 | 42.0 |
| No response 1/ | P+NP | 263,581 | 11,319 | 28,094 | 83,263 | 140,906 |
| | P | 64,069 | 6,155 | 11,513 | 22,254 | 24,147 |
| | CELL PCT | 24.3 | 54.4 | 41.0 | 26.7 | 17.1 |

1/ See footnote 1/to table V-12.

Table V-16. Sum of participants and nonparticipants, grades 2, 4, and 6, by race or ethnic group and school concentration, with percent of participants in each race-school concentration group: School year 1967-68

| School concentration | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish sur&other | White |
| Total | P+NP | 6,190,704 | 1,403,511 | 398,015 | 4,389,178 |
| | P | 2,273,902 | 673,638 | 201,330 | 1,398,933 |
| | CELL PCT | 36.8 | 48.0 | 50.6 | 31.9 |
| Low (under 26%) | P+NP | 4,670,376 | 556,609 | 216,466 | 3,897,302 |
| | P | 1,532,151 | 241,918 | 113,289 | 1,176,945 |
| | CELL PCT | 32.8 | 43.5 | 52.3 | 30.2 |
| Moderate (26-50%) | P+NP | 979,210 | 456,511 | 124,573 | 398,126 |
| | P | 498,010 | 252,636 | 64,113 | 181,262 |
| | CELL PCT | 50.9 | 55.3 | 51.5 | 45.5 |
| High (over 50%) | P+NP | 541,117 | 390,391 | 56,976 | 93,750 |
| | P | 243,740 | 179,084 | 23,929 | 40,727 |
| | CELL PCT | 45.0 | 45.9 | 42.0 | 43.4 |
| No response 1/ | P+NP | 253,582 | 47,521 | 9,034 | 197,027 |
| | P | 60,465 | 20,193 | 3,761 | 36,511 |
| | CELL PCT | 23.8 | 42.5 | 41.6 | 18.5 |

1/ See footnote 1/ to table V-12.

About 48 percent of the Negro pupils, about 50 percent of Spanish-surname pupils, and 31 percent of the enrolled white pupils participated in special academic programs. But only slightly more than one-half of the poorest pupils in the two minority groups were reached by the special academic programs and less than one-half of the poorest white pupils. (Table V-17)

Table V-17. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and race or ethnic group, with percent of participants in each income level-race group: School year 1967-68

| Race or ethnic group | | Family income level | | | | |
|---|---|---|---|---|---|---|
| | | Total | Under $3,000 | $3,000-$5,999 | $6,000-$9,000 | Over $9,000 |
| Total | P+NP | 6,297,220 | 1,069,038 | 2,251,981 | 2,132,455 | 843,745 |
| | P | 2,283,166 | 548,748 | 954,065 | 615,858 | 164,495 |
| | CELL PCT | 36.3 | 51.3 | 42.4 | 28.9 | 19.5 |
| Negro | P+NP | 1,405,884 | 598,424 | 604,312 | 180,554 | 22,594 |
| | P | 674,648 | 316,415 | 274,243 | 75,834 | 8,157 |
| | CELL PCT | 48.0 | 52.9 | 45.4 | 42.0 | 36.1 |
| Spanish-surname and other | P+NP | 395,949 | 105,215 | 207,571 | 70,642 | 12,520 |
| | P | 199,304 | 58,665 | 106,583 | 29,866 | 4,190 |
| | CELL PCT | 50.3 | 55.8 | 51.4 | 42.3 | 33.5 |
| White | P+NP | 4,495,387 | 365,399 | 1,440,098 | 1,881,259 | 808,631 |
| | P | 1,409,213 | 173,669 | 573,239 | 510,158 | 152,148 |
| | CELL PCT | 31.4 | 47.5 | 39.8 | 27.1 | 18.8 |
| No response 1/ | P+NP | 155,734 | 58,983 | 61,859 | 27,350 | 7,543 |
| | P | 68,993 | 27,378 | 27,666 | 11,724 | 2,225 |
| | CELL PCT | 44.3 | 46.4 | 44.7 | 42.9 | 29.5 |

1/ See footnote 1/to table V-12.

Less than one-half of the Negro pupils and slightly more than one-half of the white pupils whose teachers estimate they will fail to go beyond the 8th grade because of lack of ability participated in special academic programs; more than two-thirds of the Spanish-surname pupils of like ability participated. (Table V-18)

Among Negro pupils, 60 percent of those in rural schools, but less than half of those in urban and suburban schools, were in special academic programs in 1967-68. From one-sixth to one-third of the white pupils participated in the special academic programs. (Table V-19)

## E. Types of Programs Supported

In 1967-68, about 37 percent of the pupils enrolled in grades 2, 4, and 6 of the sampled title I assisted elementary schools participated in some form of special program in reading, arithmetic, language, or other basic skills. Other types of services also were offered. Some examples follow, the first of which relate to instruction in basic skills.

### Instructional Programs

**Individual Reading, Number Relations, and Writing Instruction**
**City of Grants Pass and Josephine County, Oregon**

This special program serves low-income and other educationally repressed children who have the ability to learn but are not achieving at capacity. It operates in seven elementary schools in the

Table V-18. Sum of participants and nonparticipants, grades 2, 4, and 6, by race or ethnic group and projected educational level based on pupil ability, with percent of participants in each race-educational level group: School year 1967-68

| Projected educational level based on ability | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish sur&other | White |
| Total | P+NP | 6,414,650 | 1,442,576 | 404,752 | 4,567,321 |
| | P | 2,324,344 | 690,321 | 204,290 | 1,429,733 |
| | CELL PCT | 36.2 | 47.0 | 50.5 | 31.3 |
| 8th grade or less | P+NP | 333,679 | 134,883 | 36,849 | 161,947 |
| | P | 170,874 | 62,887 | 25,013 | 82,973 |
| | CELL PCT | 51.2 | 46.6 | 67.9 | 51.2 |
| 9 - 12 grade | P+NP | 884,006 | 313,700 | 82,430 | 487,875 |
| | P | 431,179 | 154,439 | 48,757 | 227,984 |
| | CELL PCT | 48.8 | 49.2 | 59.2 | 46.7 |
| Graduate high school | P+NP | 2,387,440 | 535,965 | 175,334 | 1,676,141 |
| | P | 932,163 | 268,448 | 85,886 | 577,829 |
| | CELL PCT | 39.0 | 50.1 | 49.0 | 34.5 |
| Enter college | P+NP | 2,809,525 | 458,028 | 110,139 | 2,241,358 |
| | P | 790,128 | 204,546 | 44,634 | 540,948 |
| | CELL PCT | 28.1 | 44.7 | 40.5 | 24.1 |
| No response 1/ | P+NP | 29,636 | 8,455 | 2,298 | 18,883 |
| | P | 10,023 | 3,510 | 801 | 5,712 |
| | CELL PCT | 33.8 | 41.5 | 34.9 | 30.3 |

1/ See footnote 1/ to table V-12.

Table V-19. Sum of participants and nonparticipants, grades 2, 4, and 6, by race or ethnic group and school location, with percent of participants in each race-school location group: School year 1967-68

| School location | | Race or ethnic group | | | |
|---|---|---|---|---|---|
| | | Total | Negro | Spanish sur&other | White |
| Total | P+NP | 6,425,767 | 1,443,375 | 404,290 | 4,578,103 |
| | P | 2,330,063 | 690,800 | 204,441 | 1,434,822 |
| | CELL PCT | 36.3 | 47.9 | 50.6 | 31.3 |
| Large city | P+NP | 552,799 | 372,306 | 93,592 | 86,901 |
| | P | 241,572 | 163,073 | 46,862 | 31,637 |
| | CELL PCT | 43.7 | 43.8 | 50.1 | 36.4 |
| Middle-size city | P+NP | 881,341 | 315,975 | 76,939 | 488,426 |
| | P | 337,245 | 134,667 | 35,301 | 167,277 |
| | CELL PCT | 38.3 | 42.6 | 45.9 | 34.3 |
| Small city | P+NP | 1,965,419 | 286,367 | 93,412 | 1,585,640 |
| | P | 683,484 | 122,666 | 53,509 | 507,309 |
| | CELL PCT | 34.8 | 42.8 | 57.3 | 32.0 |
| Suburbs | P+NP | 1,009,840 | 81,648 | 49,340 | 878,852 |
| | P | 197,979 | 36,329 | 21,871 | 139,779 |
| | CELL PCT | 19.6 | 44.5 | 44.3 | 15.9 |
| Rural | P+NP | 2,016,368 | 387,078 | 91,007 | 1,538,283 |
| | P | 869,784 | 234,065 | 46,899 | 588,821 |
| | CELL PCT | 43.1 | 60.5 | 51.5 | 38.3 |
| No response 1/ | P+NP | 18,519 | 7,657 | 2,760 | 8,102 |
| | P | 4,303 | 3,031 | 650 | 622 |
| | CELL PCT | 23.2 | 39.6 | 23.6 | 7.7 |

1/ See footnote 1/ to table V-12.

city of Grants Pass and 12 rural elementary schools in Josephine County.

The program revolves around nine resource teachers who work to improve the reading, number relationships, and writing of children on a 1-to-1 basis or in small groups.

Classroom teachers refer to the program the children who they feel need special help. Each child is given a battery of tests before final acceptance. Some have emotional problems. Eighty-three physical defects were discovered that contributed to their poor academic and emotional performance. In each instance, these were identified and correction started as the child entered the program.

The resource teachers then work closely with each child. The child attends special sessions one class period each day, and the teacher keeps a day-to-day progress record.

Materials used in the classes include audiovisual aids, a small library, supplementary textbooks, and educational games. The teaching approaches are innovative and keyed to the special needs of each child.

Services of a backup team are available to the resource teacher at all times. Backup services come from a social services coordinator, psychologists, and reading specialist. The resource person also works closely with city and county health and welfare agencies.

## Supplemental Reading and Math Mobilab
## Rochester, New Hampshire

Two mobile units, equipped with audiovisual machines for supplemental help in reading and mathematics instruction, visit schools in three target attendance areas in the city.

A math and a reading teacher work with small groups of students who have been referred by their teachers and screened by the special instructors for the program. One teacher works in the mobilab while the other teaches in a classroom space within the school building. Both share the multimedia provided by the program. Midway in the program at each station the instructors exchange places so that all learners may share the advantages of the mobilab itself.

Interaction between the mobilab and staff teachers, as well as the education of the general public, is an important part of the project.

Through workshops and classroom demonstrations at each station, mobilab instructors show the teachers in the school system how to use the instructional media. The staff may then borrow from a resource center established by the mobilab at each station.

## Mobile Reading Units
## Broward County, Florida

In Broward County, five mobile reading units serve 375 4th-grade children from 15 schools. These children were reading at approximately one grade or more below the expected level.

Each mobile unit was equipped with various devices including language machines designed to build vocabulary and listening skills, movie projectors, tachistoscopes, tape recorders, and programed readers. The staff for each unit consisted of a reading specialist and a developmental reading teacher aide.

For each child the remedial program was designed to meet his diagnosed needs.

## English as a Second Language
## Gary, Indiana

Non-English-speaking children are taught English skills in small isolated classes for half a day. Classes are ungraded on all levels.

Students in the 1st grade receive concentrated instruction in listening and speaking before they are taught about the printed word. The same approach is used beyond the 1st grade. Reading and writing are introduced in classes above the 1st grade as soon as pupils begin to understand basic English.

The other half-day is spent in regular classrooms with regular pupils. This gives the Spanish-speaking child a chance to evaluate his own progress while preserving his identity with his peer group. Aides carry on the work done by the teachers in the morning.

As an example, after a teacher has taught a new dialogue to a group of children, the aide takes them to a portable lab while the teacher works with a second group. In the lab, the pupils practice the new dialogue with the aid of a tape recording. The aide monitors, corrects, and encourages the pupils.

## Pupil Personnel Services

Among the elementary pupils surveyed in 1967-68, about 14 percent participated in some form of pupil personnel services program, and about 3 percent participated in a special compensatory program designed specially for disadvantaged pupils. About 23 percent of the most severely and multiply disadvantaged pupils (type I) participated in the regular school pupil personnel program, and about 6 percent participated in a special compensatory program. A brief description of one such program follows:

### Psychological and Remedial Services
### Lander, Wyoming

A psychologist directs and coordinates his staff, teachers, parents, and community leaders in a combined program for intensive assistance to disadvantaged children. The main focus of the program is on prevention, early detection, and help with learning problems.

Pupils with psychological, social, and special learning problems are referred to the project by classroom teachers in two title I schools. Referrals are based on underachievement in class and poor social behavior, poor school attitude, and poor attendance records. Many participants have delinquency and court records. In some instances, referrals are made by juvenile courts.

Each child referred to the project is tested, his problem diagnosed, and an appropriate corrective program planned.

School personnel working with the child in his regular classes and those involved in his corrective classes meet with the staff for directions and recommendations in supporting the program.

All regular and special school services are available to the child. These include individual or group therapy at the child's

regular school with the psychologist, speech therapy, special classes for the handicapped, remedial instruction, and classroom teachers with special inservice training.

## Health Services

Among the surveyed elementary pupils in 1967-68, about 53 percent participated in regular school health programs. Approximately 5 percent participated in a special compensatory health program designed specifically to serve disadvantaged pupils. Approximately 12 percent of all the severely and multiply disadvantaged pupils (type I) in that year participated in a special compensatory health program, and a similar percentage of severely economically disadvantaged (type IV) pupils did so. A brief description of one such program follows:

### School Health Program
### Duplin County, North Carolina

The Duplin County schools provided children with a variety of health services. The nursing staff made 335 home visits during the school year to discuss with parents the health status of their children and to help make arrangements for treatment of their children's health problems. Medical examinations identified 38 children who required surgery. Several cases of glaucoma were treated and 142 pairs of eyeglasses were purchased. These were just some of the health services provided through the title I program in that area.

## Life Support Services

During the regular 1967-68 school year, an estimated 1,150,755 pupils in the title I assisted school districts received food services

paid for in whole or in part from title I funds. Another 769,589 pupils received such services during the summer session of 1968. 4/ A brief description of such a program follows:

Food Service Program
Sparta City, Tennessee

In the Sparta City elementary schools about 60 children from disadvantaged homes who were classified as undernourished and lacking in good food habits were provided with a daily lunch. In some cases what was given to them in school was the only food they received all day. They were given well-balanced meals, introduced to new foods, and shown different ways to prepare meals. According to the report many changes were obvious within just a few weeks. 1) The children had gained weight according to cumulative records; 2) they were happier; 3) they were more positive in their attitude toward eating and the school program in general; 4) they looked forward to trying new foods; 5) they were interested in where food came from and how it was prepared; and 6) they had the opportunity to learn and practice improved table manners.

Cultural Enrichment Activities

About one-third of the pupils enrolled in the elementary schools in 1967-68 participated in some form of cultural enrichment activity sponsored under provisions of title I. Nearly one-half of the severely and multiply disadvantaged (type I) pupils participated, and about 45 percent of the severely economically disadvantaged (type IV) pupils. These programs apparently were designed to compensate for the lack of contact in disadvantaged pupils' background with art, music, and other so-called cultural activities that are associated

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4/ U.S. Office of Education. Statistical Report, Fiscal Year 1968: A Report on the Third Year of Title I ESEA.

with family life of the economically favored. Brief descriptions of two such programs follow:

### Cultural Enrichment in Art
### Norfolk, Virginia

Through title I, Norfolk 1st- and 2d-graders were introduced to the world of art and art appreciation. Art teachers helped the regular teachers to interpret art techniques and develop lesson materials.

For the benefit of these children (as well as children in other grades) a painting and sculpture collection, containing the original work of local artists, was circulated among the schools. In addition, local artists visited the classrooms and the children in turn visited the artists in their studios.

Field trips to art museums, art exhibits, and colonial homes were also a part of the program.

Children in nonpublic schools and the local youth detention center also participated in various aspects of the program.

### Summer Enrichment Program
### Fort Dodge, Iowa

More than 800 children in the primary grades participated in the summer enrichment program in Fort Dodge.

The program, which operated in 14 target area centers, focused specifically on communication skills. It was designed to help each child increase his reading, listening, and speaking vocabulary; to encourage him to talk, question, and draw conclusions; to make reading a pleasant, satisfying experience.

In the school library, the youngsters took part in dramatic productions; they read aloud and listened to literature records; they viewed films and filmstrips; and they selected books for use at home.

Art, music, and field trips were also an integral part of the program. Trips to the art center, the zoo, and the city library were used as vehicles for oral language development. Lunch at a restaurant provided the basis for lessons in good manners, health, and nutrition. Tasting parties provided new experiences for the children and extended their understanding of food not usually a part of their diets.

Preschool Activities

Title I programs, of course, were not limited to elementary and secondary schools. Some programs emphasized work with preschool children. Approximately $42.4 million was expended from title I funds in 1967-68 to support compensatory programs for kindergarten and prekindergarten children. Superintendents reported that 228,120 children, ages 3 to 5, participated in the regular 1967-68 school year, and an additional 151,395 in the 1968 summer session. 5/

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5/ Ibid.

## VI. BENEFITS FROM TITLE I SUPPORTED PROGRAMS

Previous chapters of this report centered around four main questions:

(1) Is title I money distributed according to the relative needs of local school districts and their relative abilities to service disadvantaged youngsters? (Chapter II)

(2) What sort of schools are administering title I funds? (Chapter III)

(3) What are the characteristics and special needs of disadvantaged pupils? (Chapter IV)

(4) To what extent, if any, are special programs assisted by title I related to the needs of disadvantaged youngsters? (Chapter V)

This chapter is concerned with a fifth question: What measurable benefits, if any, do pupils gain by taking part in special programs supported by title I?

Because the approaches to the needs of the disadvantaged vary so widely between, and even within, local school districts, it is impossible to assess those benefits in any overall way. No single criterion will work for all programs. Reading achievement, for example, cannot serve as a standard for measuring the impact of special counseling or health programs. These programs do not directly help children to read better, although by improving their attitudes and health such programs may, in real but largely immeasurable ways, help children do better in other courses of study, including reading. But children ought to read better or become healthier as a direct result of their participation in special remedial reading or nutritional programs.

Moreover, title I funds furnish but a fraction of the support that goes into the education of disadvantaged pupils. As table II-8 shows, title I funds represent from one-fifth to one-third the total expenditure for the education of pupils taking part in programs assisted by title I. It is simply not feasible, therefore, to isolate the particular benefits that can reasonably be attributed to the "title I part" rather than to any other part of the school activities of disadvantaged pupils.

The Elementary and Secondary Education Act does not specify just what benefits disadvantaged children should receive from activities assisted by title I. Instead, the law leaves it to each local school district to formulate the objectives for its special programs, and to use title I funds in accordance with its own view of the needs of its disadvantaged pupils. School districts generally divide pupil needs into three groups: (a) Need for life support services, (b) need for basic skills development, and (c) need for cultural enrichment.

In 1967-68, districts used title I funds to furnish clothing to 165,325 pupils, food services to 1,920,344 pupils, dental care to 542,371 pupils, and medical attention to 2,029,601 pupils. Presumably, the benefits to these youngsters were clear and immediate.

In addition, districts used title I money to provide special services for 47,044 handicapped children, counseling and guidance services for 1,786,376 pupils, speech therapy for 208,987 pupils, and psychological services for 751,910 pupils. Benefits from these services are not so clear and immediate. To find ways of analyzing and measuring them would require data from each project supported by title I. Thus

far, there are no such data. The U.S. Office of Education has, however, begun to gather information that should shed some light on these areas of title I activity for the year 1969-70.

Preliminary Assessment of Title I Impact on Reading

Reading is the one area in which enough information is available to warrant at least a preliminary and provisional assessment of the impact of title I assisted programs. Approximately $300 million of the title I money spent in 1967-68 went into special reading programs that reached a total of about 3.5 million pupils. That amounted to about $68 per pupil.

The relevant question is: To what extent, if any, did participation in these reading programs relate to "gain scores" on standardized tests of reading? The 1968 Survey on Compensatory Education yielded achievement test scores in reading for approximately 80,000 pupils in grades 2, 4, and 6 who were enrolled in title I assisted schools and took part in compensatory reading programs, whether supported by title I or not. These scores, however, could not be analyzed without other comparable data such as parallel pretest and posttest scores. The schools surveyed were able to furnish these additional data for only 11,490 pupils. This was not a sufficiently large or representative number of pupils to constitute a statistically valid sample for the Nation as a whole. Most of these 11,490 pupils lived in large urban school districts, and a heavy proportion belonged to racial and ethnic minorities. While the data do not constitute a statistically valid sample of these districts or pupils, they do offer some indications of the impact of compensatory reading programs upon the pupils.

A close analysis of the data reveals the following:

(1) Schools did, in fact, select as participants in compensatory reading programs those pupils with low scores on reading achievement tests.

(2) For participating and nonparticipating pupils, the rate of progress in reading skills kept pace with their historical rate of progress.

(3) Pupils taking part in compensatory reading programs were not progressing fast enough to allow them to catch up to nonparticipating pupils.

(4) A number of pupils among both participants and nonparticipants had reading achievement levels below national norms. For both participants and nonparticipants that "deficit" grew progressively greater in each succeeding grade level sampled (grades 2, 4, and 6).

In addition to reading achievement scores, the 1968 survey produced information, for example, about the socioeconomic status of, and the expectation of teachers about, pupils at different reading achievement levels. When these factors are related to reading achievement levels, two significant facts emerge:

(1) Those pupils who had large gains in reading achievement were, in every sense, less socially disadvantaged than those who did not gain. "High-gain" pupils came from families of higher income, their parents had more education, the occupations of parents required greater skills, and they were predominantly white.

(2) The teachers of high gainers expected more of them. Teachers predicted that significantly more of the high gainers would go on to graduate from high school and enter college.

In greater detail, the survey suggested the following relationship between reading achievement and other factors:

° Significantly more of the high gainers were in schools with low concentrations of severely impoverished children (when "concentration of poverty" is measured by the percentage of pupils in families whose heads of households were receiving welfare payments or were unemployed).

° Participating pupils in schools with heavy concentrations of pupils with extremely low socioeconomic backgrounds consistently gained less in reading achievement than participating pupils in schools whose student bodies had higher socioeconomic backgrounds.

° Compensatory reading programs did not seem to overcome the reading deficiencies that stem from poverty. Poor students who took part in these programs showed less progress in reading achievement than more affluent students who took part.

° The educational attainment of parents seemed an efficient predictor of the educational achievement of their children. A significantly higher proportion of low gainers had fathers with no more than 8th-grade education.

° Parents of low gainers more often had jobs with low skill requirements than did parents of high gainers.

° There was a consistently higher proportion of Negro and Spanish-surnamed American pupils among the low-gain groups than among the high-gain groups.

° Initial reading achievement scores did not appear to be consistently related to later reading achievement gains.

° There was an extraordinarily consistent relationship between teacher expectations and the reading achievement gains of pupils. In other words, those pupils teachers regarded as least likely to finish high school also gained least in reading achievement.

° For participants and nonparticipants alike, there appeared to be little relationship between reading achievement gain and the location of their schools.

° There was no consistent relationship between the total hours per year that a pupil spent in compensatory reading activities and his reading achievement gain.

° There was no apparent relationship between reading achievement gain and the extent of pupil participation in special programs in subject areas other than reading.

# APPENDIX

# THE 1968 SURVEY ON COMPENSATORY EDUCATION

## Methodology

### Introduction

This appendix describes the process utilized in the 1968 survey to examine the education of disadvantaged children in title I elementary schools. Survey research methods, data sorting and analysis, and applicability of data are discussed.

Attempts to examine and describe a complex social process involve a host of assumptions, simplifications, and abstractions. Examination of the education of disadvantaged children is no exception. Influences of home and community, basic formal education, and association with peer groups all have a profound effect upon the development of disadvantaged children. The task of the researcher is to untangle the complex web, to simplify, clarify, and explain. It is the task of the evaluator to interpret research results in terms of their implications for sound decisionmaking and educational planning.

The lack of precise tools for performing these tasks sometimes leads to oversimplification. We attempt to infer the level of educational support afforded by a child's home environment from a few questions about his parents' education and occupation. A child's academic status is measured by his response to 50 or a hundred written questions. We rely upon class size, class organization, and time devoted to various subject matter areas to indicate the nature of classroom learning activities. We attempt to simplify and understand the education of disadvantaged children by analyzing some of its components and viewing them in relation to one another.

Research Design

Many different approaches to the evaluation of the title I program and title I projects have been employed by school districts, State departments of education, and the U.S. Office of Education. Many local school districts have used an experimental group-control paradigm in reporting the results of individual title I projects. Some States have based their evaluation of title I program effectiveness upon the proportions of projects in their States which did and did not achieve project objectives or attain significant pupil gains on achievement tests. 1/ In a search for comparable, objective data for use in a national evaluation of the title I program, the Office of Education employed as research tools a sample survey and a research design in which individual pupils were primary units of analysis. The use of individual pupil questionnaires made it possible to relate characteristics of pupil background and need to pupil participation in compensatory education programs and, in cases where data were available, to gains on standardized tests of academic achievement.

Based upon the assumption that not all pupils in title I schools receive compensatory education services (an assumption supported by data from the 1968 survey) it was decided that data on whole classes or whole schools would not provide sufficiently precise information on the operation of compensatory education programs. The research design assumed an administrative pattern in which title I funds were directed to schools in eligible attendance areas which then provided compensatory education services to some limited groups of pupils. Changes in achievement and

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1/ California State Department of Education. Evaluation of ESEA Title I Projects of California Schools, Annual Report, 1967-68.

other relevant behavior that pupils exhibited were attributed to their participation in compensatory education programs. This research design allowed for considerable descriptive information on the population of pupils in title I elementary schools. Most prominent in the examination of the data were the analyses in which characteristics of those pupils who participated in compensatory education programs were compared to characteristics of pupils who did not participate. These analyses were considered indicators of the efficiency of title I program administrators in reaching those pupils most in need of compensatory education services. Further analyses were made of the changes in achievement of compensatory program participants as compared to the changes in achievement of those who did not participate. Investigations of the effects of contextual variables (class and school characteristics) on the relationship between compensatory education participation and achievement were included in the research design and were accomplished by matching data on pupils to other data reported by their teachers and principals.

## Survey Population

The population of schools sampled in the 1968 Survey on Compensatory Education consisted of those elementary schools offering services supported under title I of the Elementary and Secondary Education Act during the 1967-68 school year. The designation of schools as "title I" is based on a complex set of legislative and administrative criteria related to the program's objective of equalizing educational opportunity for educationally disadvantaged pupils in areas of concentration of low-income families.

Under the title I allocation formula, maximum authorizations are established for county units. These authorizations are based on the number of poor children aged 5 to 17 in the county, times one-half the maximum of the average per pupil expenditure for education of the State of which the county is a part or the average per pupil expenditure of the Nation. The number of poor children in the county is determined primarily from 1960 census data on poverty, and consists of: a) The number of children aged 5 to 17 who come from families with income under $2,000 per year as of the 1960 census, b) the number of children in foster homes or who reside in institutions for the neglected and delinquent, and c) the number of children from families with incomes over $2,000 per year who receive Aid for Families with Dependent Children. Allocation of title I funds to school districts within county units is a responsibility of State education agencies. Allocations are based on data which the State agency considers to best reflect the distribution of children in the county, aged 5 to 17, who are poor according to the definitions used in the county allocations. Criteria on minimum numbers of poor children and requirements for compliance with title VI of the Civil Rights Act of 1964 exclude some 2,000 of the 20,000 school districts in the Nation from participation in the title I program.

The selection of school districts for the 1968 Survey on Compensatory Education was based upon a sampling frame consisting of all school districts in the Nation with enrollments of 300 pupils or more which received allocations from title I for the 1967-68 school year. Thus the 1968 survey data are applicable to those public elementary schools participating in the title I program during the 1967-68 school

year, in the 10,979 districts which have enrollments greater than 300. Some school districts with high concentrations of low-income families probably have been excluded from the survey population because of non-compliance with title VI of the Civil Rights Act of 1964. Inclusion of these school districts would probably change the racial distribution of pupils in the sample by increasing slightly the total proportion of Negro pupils.

School districts are responsible for selection of schools for participation in the title I program. To select schools for title I program participation, school districts rank all school attendance areas in the district according to the percentage of poor children residing therein. The definition of poverty varies from school district to school district and may include one or more of the factors used in determining district allocations, with various definitions of low income. Schools eligible to participate in the title I program are those with attendance areas containing a higher proportion of poor children than the percentage in the school district as a whole.

Only pupils attending participating schools are eligible to receive title I services. The selection of schools and pupils for title I eligibility by these criteria, while assuring that many poor children will be eligible for title I services, does not assure that all needy pupils will be eligible nor that all affluent pupils will be ineligible. Poor children residing in socioeconomically heterogeneous neighborhoods are often ineligible. Similarly excluded are children residing in small pockets of poverty within school attendance areas containing larger groups of high-income families.

Not all schools eligible to participate in the title I program become participating schools. After determining those schools eligible for participation in the title I program, the school districts must assess the educational deficiencies of children in eligible attendance areas. Districts then determine the priority needs of such children by grade level or age group. Title I programs are established in some of the eligible schools to meet the priority needs of eligible children within the school district.

All pupils enrolled in schools participating in the title I program are eligible to receive title I services. However, not all pupils in title I schools can be designated "title I pupils." The 1968 survey data show a conscious selection of pupils for program participation. According to the data, slightly more than half of the pupils attending participating schools received either academic or ancillary services which can be termed "compensatory." Thus the 1968 Survey on Compensatory Education cannot be termed a survey of poor children or a survey of educationally disadvantaged children. Many poor and educationally disadvantaged elementary school pupils are outside the population of schools to which 1968 survey data generalize. Many attend schools which are eligible for title I funds but which do not provide services under the program. Many poor children attend schools which are not eligible to provide services under title I, and many affluent children attend schools which are eligible to provide services under title I.

Two populations of pupils have been designated in analyses of the data resulting from the 1968 survey. "Participants" are those pupils reported by teachers to be participating in an academic compensatory

education program during the 1967-68 school year. "Nonparticipants" are those pupils reported by the same teachers as not participating in academic compensatory education programs during the 1967-68 school year. It is important to note that the source of funds of the reported academic compensatory education programs was not determined in the survey. It is known, however, that all schools in the sample provided services supported under title I.

All of the pupils sampled in the 1968 survey were either in grades 2, 4, or 6 or in ungraded programs during the 1967-68 school year. The survey data are applicable to pupils in these grades within the population of schools defined above. It would be fair to generalize the findings to the entire span of grades 1 through 6 in this population of schools. However, the survey data are not applicable to either preschool or secondary school programs or children. An assessment of these populations will be made in future title I program evaluations.

Sample Design

The sampling design used in the 1968 Survey on Compensatory Education was developed by the Office of Education's National Center for Educational Statistics (NCES). The basic design required the selection of school districts as primary sampling units, schools within districts as secondary sampling units, class sections within schools as tertiary sampling units, and pupils within classes as the smallest units.

Survey questionnaires were sent to principals and teachers in 465 school districts. NCES staff selected, within these sample school districts, 3,822 elementary schools offering services funded through title I during the 1967-68 school year.

Sample school districts were chosen at random within four district enrollment strata. Sizes of district samples within the four enrollment strata were established by the principle of optional allocation. Enrollment designations, population sizes, and sample sizes for the four strata were as follows:

| Stratum | Enrollment within school district | Number of districts receiving title I funds | Sample size |
|---|---|---|---|
| 1 | 40,000 or more | 92 | 92 |
| 2 | 9,000 - 39,999 | 668 | 118 |
| 3 | 3,000 - 8,999 | 2,100 | 131 |
| 4 | 300 - 2,999 | 7,684 | 124 |
| | Total | 10,544 | 465 |

The size of the school district sample and the method of sampling provided a nationally representative sample of those school districts which received funds under title I ESEA and which had enrollments of at least 300.

In table A-1 enrollment and school system statistics by size of school system are presented. Data for all public school systems in no case differ by more than 3 percent from extrapolations of sample data from the FY 1968 Title I Statistical Report sample of essentially the same 465 school districts. Data from these two sources on enrollment of public school pupils by district size differ by no more than 2 percent. The similarity of these data provides assurance that the 1968 survey sample of districts is essentially unbiased in its representation of school districts and public school pupils by size of school system.

NCES data indicate that the restriction of the 1968 survey sample to districts with enrollments in excess of 300 excludes a maximum of 734,662 pupils from the population under consideration. These pupils

comprise the total enrollment of the 8,393 school districts which have fewer than 300 students. While some 41 percent of the Nation's school districts are of this size, their total enrollment represents only 1.7 percent of the Nation's children.

The number of school districts sampled in each State and enrollment stratum can be found in tables A-2 through A-5.

Samples of schools within selected school districts were drawn by a modified random selection procedure with a sampling fraction of 1:1.4. To ensure that schools with extensive title I programs would be included in the sample, each sample school district was asked to designate its "heaviest service" title I school. Each of these schools was included in the sample with certainty. All other participating elementary schools were sampled within each district, at random with a 1:1.4 sampling fraction. Tables A-6 through A-9 list the number of sample schools in each enrollment stratum and State.

Survey questionnaires were sent to all principals and all teachers of grades 2, 4, and 6 in the sample schools, except for teachers of grades with fewer than 15 pupils enrolled. Principals were asked to complete questionnaires for themselves and for a sample of individual pupils in their classes. The numbers of sample teachers in each enrollment stratum and State are listed in tables A-10 through A-13. Each teacher in the sample was asked to complete questionnaires from three to six pupils in the class. The teacher was instructed to develop an alphabetical list of pupils enrolled in the class, number the pupils sequentially, and select pupils for the sample as follows:

| Class enrollment | Selected pupils |
|---|---|
| 12-16 | 2d, 7th, 12th |
| 17-20 | 1st, 6th, 11th, 16th |
| 21-23 | 4th, 9th, 14th, 19th |
| 24-27 | 3d, 8th, 13th, 18th, 23d |
| 28-31 | 2d, 7th, 12th, 17th, 22d, 27th |
| 32 | 3d, 8th, 13th, 18th, 23d, 28th |
| 33-36 | 1st, 7th, 13th, 19th, 25th, 31st |
| 37-41 | 6th, 12th, 18th, 24th, 30th, 36th |
| 42-46 | 5th, 12th, 19th, 26th, 33d, 40th |
| 47-51 | 4th, 12th, 20th, 28th, 36th, 44th |

The sample design was intended to produce national total estimates within 5 percent of true national totals and percentages at a confidence level of 95 percent. The sample was not intended to produce estimates of totals and percentages which would be representative for regions of the Nation, States, school districts, or schools. In sampling units at each stage of the design, it was recognized that such estimates might be affected by serious biases or poor precision.

Estimated totals and percentages were expected to be applicable to school districts participating in title I in the continental United States only and having enrollments of at least 300; and in those districts, the elementary schools, teachers, and 1st- through 6th-grade pupils in schools which participated in the title I ESEA program during the 1967-68 school year.

## Weighting Data

Analysis of data from the 1968 Survey on Compensatory Education required the extrapolation of sample proportions and totals to proportions and totals for all elementary schools in the Nation which received services under title I of the Elementary and Secondary Education Act during the 1967-68 school year. Because a complex sample

design was employed in the 1968 survey, neither pupils, teachers, schools, nor school districts entered the selected sample with equal probabilities. The complexities of the sample design must be taken into account when calculating the a priori probabilities of selection of school districts, schools, teachers, and pupils for the survey and when calculating the weights which must be applied to these units when estimating national proportions and totals.

The weighting of sample data was consistent with the design described in the "Sample Design" section. Since school districts were selected within four separate strata of enrollment size, separate weights were calculated to extrapolate district totals to population totals for each stratum. In analyzing data for principals, teachers, and pupils within each grade, additional weights were required in order to arrive at school district totals. Products of weights were then applied to extrapolate pupil, teacher, and principal responses to district totals and to population totals within each enrollment stratum. The procedures are described in further detail below.

Stratum Weights:

Within each of the four district enrollment strata used in the survey, all school districts were subject to selection with equal probability. The probability of a district entering the sample in the i th stratum is therefore equal to

$$\frac{\text{Number of districts sampled in the i th stratum}}{\text{Total number of districts in the population of the i th stratum}}$$

Since not all sample districts within a stratum responded, the probability of district selection was adjusted in calculating weights

by assuming that all districts were equally likely not to respond; that is, failure to respond was considered a phenomenon of chance. The stratum weights were thus calculated as the inverse of the ratio

$$\frac{\text{Number of districts responding in the i th stratum}}{\text{Total number of districts in the population of the i th stratum}}$$

where i = stratum I, II, III, or IV.

The stratum weights used in the 1968 survey are tabulated below.

| Stratum | Enrollment size | Inflation factor |
|---|---|---|
| I | 40,000 or more | 1.034 |
| II | 9,000 to 39,999 | 5.809 |
| III | 3,000 to 8,999 | 17.949 |
| IV | 300 to 2,999 | 69.225 |

Principal Weights:

Within sample school districts, schools were selected in one of two ways, as described in the "Sample Design."

The weight used to extrapolate data from principals of schools selected with certainty to data for the district was calculated as the inverse of the ratio

> Total number of principals responding from schools selected with certainty within district j in stratum i/Total number of schools selected with certainty within district j in stratum i

where

i = stratum I, II, III, or IV

$j = 1, 2, \ldots, n_i$

$n_i$ denotes the number of school districts in the sample in stratum i.

The weight used to extrapolate data from principals of schools selected with certainty to data for the Nation is the product of the principal weight and the stratum weight applied to those data.

The weights applied to data from principals in other schools (those not selected with certainty) are equal to the inverse of the ratio

> Total number of principals responding from noncertainty schools within district j in stratum i/Total number of other schools in the population in district j in stratum i

where

i = stratum I, II, III, or IV

j = 1, 2, ....$n_i$

$n_i$ denotes the number of sampled school districts in stratum i.

It was assumed that all principals in a school district would be equally likely not to respond.

The weight used to extrapolate data from principals of the other schools in the sample, in arriving at data for the Nation, is the product of the principal weight and the stratum weight applied to those data.

Teacher Weights:

Teacher data from schools selected with certainty and from other schools in the sample were weighted separately, as were the data from principals. For each set of schools, data for teachers in each of grades 2, 4, and 6 were weighted separately.

The weights used to extrapolate teacher data to data for the district for each grade and school selection category are equal to the inverse of the ratio

> Total number of responding teachers in grade m, school selection condition K, district j and stratum k/Total number of teachers in the population in grade m, school selection category k, district j, and stratum i

where

i = stratum I, II, III, or IV

j = 1, 2, ..., $n_i$

k = "selected with certainty" or "not selected with certainty"

m = grade 2, 4, and 6

$n_i$ denotes the number of sampled school districts in stratum i. It was assumed that all teachers in a given grade, school selection category, and school district were equally likely not to respond.

The weights used to extrapolate teacher data to data for the Nation are equal to the product of the teacher weights and stratum weights applied to those data.

Pupil Weights:

Data for pupils were weighted separately for pupils in each of grades 2, 4, and 6, in schools selected with certainty and in the other schools in the sample. The weights were equal to the inverse of the ratio of the number of pupil questionnaires received to the number of pupils in the population within each stratum, school district, school, and grade. One simplification was made consistently in calculating weights for pupil data. The probability of selection for a given pupil depended in part upon the size of his class. A pupil in a class with fewer than 20 enrolled had a selection probability of about 1 in 5, given his teacher's selection. These slight differences in selection probability were ignored in calculating pupil weights. The resulting bias was deemed negligible.

The weights used to extrapolate pupil data to school district data for each grade and school selection category are equal to the inverse of the ratio

> Total number of pupils for whom data were obtained in grade m, school selection category k, district j, and stratum i/Total number of pupils in the population in grade m, school selection category k, district j, and stratum i

where

i = stratum I, II, III, or IV

j = 1, 2, ..., $n_i$

k = "selected with certainty" or "not selected with certainty"

m = grade 2, 4, or 6

$n_i$ denotes the number of sampled school districts in stratum i.

The weights used to extrapolate pupil data to data for the Nation are equal to the product of the pupil weights and stratum weights applied to those data.

Weights applied to pupil data for schools selected with certainty and other sample schools in each responding school district are shown in table A-14.

Survey Response

Of the 465 sample school districts in the 1968 Survey on Compensatory Education, 434 returned usable data. Thus, the overall school district response rate was 93.3 percent. Of the 92 school districts in enrollment stratum I (enrollment of 40,000 or more), 90 returned analyzable data. The district response rate in stratum I was 97.8 percent. The three districts in stratum I which did not provide usable and timely data were Hawaii, San Juan County (Calif.), and Washington, D.C.

Washington schools completed the survey questionnaire, but data were provided the Office of Education too late to be processed through optical mark sense equipment.

The district response rates for enrollment strata II, III, and IV were 98.3 percent, 89.3 percent, and 88.7 percent, respectively. Table A-15 shows the district response by State for all strata. The most serious case of district failure to respond was New York State, where only 24 of 30 sample districts provided usable data. Five of the six districts in New York which did not respond were, however, in enrollment strata III and IV. Tables A-2 through A-5 show school district response for each stratum and State. In stratum I, the California response rate of 10 out of 11 districts is lowest (with San Juan County missing, as reported above). In stratum II, 1 out of 5 and 1 out of 4 districts respectively, in Michigan and New York, failed to provide usable data. In stratum III, New York failed to provide data from 4 of 14 sample districts. Stratum IV data show no incidence of a high rate of failure to respond from any single State.

Analyzable data were provided by 3,359 of 3,822 sample title I elementary schools. The overall rate of school response was 87.9 percent. With the exception of Washington, D.C., which provided data after the survey deadline, the lowest significant State response rate was that of California, where 146 of 229 schools provided analyzable data. Of the 83 California schools which did not respond, 71 were located in districts with enrollments greater than 40,000. Fifty-four schools in Pennsylvania did not provide usable data. Thirty-five of these schools are located in the enrollment stratum of 40,000 or more pupils.

Maryland, Minnesota, and North Dakota provided usable data from 97 of 121 sample schools, 60 of 73 sample schools, and 7 of 11 sample schools, respectively. In all other States except Alaska, where 2 of 5 schools responded, response rates were at least as high as 84 percent. Table A-16 contains school response data for all enrollment strata by State. Tables A-6 through A-9 show school response data for each stratum and State. School response rates by stratum were: Stratum I - 86.4 percent, stratum II - 92.7 percent, stratum III - 86.4 percent, and stratum IV - 87.1 percent.

The 1968 Survey on Compensatory Education had a total teacher sample size of 32,742. Of these teachers, 27,117 provided usable data. The overall teacher response rate was 82.8 percent. In schools in stratum I districts, 18,039 of 22,541 teachers responded. The stratum I response rate was 80.0 percent. In strata II, III, and IV, the teacher response rates were 92.2 percent, 83.3 percent, and 85.8 percent, respectively. Analysis of teacher response data by State shows that, excluding Washington, D.C., the highest concentration of failure to respond were in the States of California, New York, and Pennsylvania. The teacher response rates for these large States are 49.6 percent, 84.9 percent, and 71.3 percent, respectively. The largest incidence of teacher failure to respond is in school districts with enrollments in excess of 40,000. Table A-17 shows teacher response data for all enrollment strata by State. Tables A-10 through A-13 show teacher response data for each stratum and State.

Data on teacher response rates for pupil questionnaires are not available. It can be assumed that the proportion of teachers responding

for sample pupils in their classes is no higher than the proportion of teachers completing teacher questionnaires. The response rates for pupil questionnaires may be expected to approximate those reported for teacher questionnaires.

Item Response

The proportion of responses to particular survey items varied with the content and form of the items. Proportions of response to items on the principal questionnaire related to descriptive analyses of title I schools and the pupils in those schools will be examined here.

Five variables were used extensively in the analyses to describe the efficiency with which compensatory education services were directed to needy pupils in schools of differing types of location. These five variables and their response rates are listed below:

| Item | Response rate (Percent) |
|---|---|
| 1. Teacher's estimate of pupil's family income | 97.3 |
| 2. Teacher's expectation of pupil's educational future, considering his ability | 99.4 |
| 3. Principal's report of urbanism of school location | 99.5 |
| 4. Teacher's report of pupil's race | 96.2 |
| 5. Principal's report of percent of pupils in school from families with head of household on welfare or unemployed | 96.6 |

For any of the five items, the rate of failure to respond was less than 4 percent. Such high rates of response minimize the dangers of bias.

Table A-18 shows the responses to the above items and 22 others. Only three of the 22 items had a failure to respond greater than

5 percent. Only 9.8 percent failed to respond to the Pupil Questionnaire item concerning pupil participation in compensatory education programs. Items on pupil participation in programs for treating social, emotional, or disciplinary problems and pupil participation in cultural enrichment programs had response rates of 94.5 percent and 91.8 percent, respectively. The Teacher Questionnaire item on racial composition of classes brought few responses to some options, but only the responses "Negro" and "other" (majority) were analyzed. The response rate for the item concerning the proportion of Negro pupils in the class was 97.6 percent.

For purposes of analysis it was assumed that the questionnaires in which the item on pupil participation was ignored would have yielded the same proportion of "yes" to "no" responses as did the questionnaires in which that item was answered. Responses to the item on academic program participation are being cross-tabulated with race of pupil and various indexes of socioeconomic status and educational disadvantage, in the attempt to further examine failure to respond to that item.

In no other case was the response rate for an item low enough to create a bias problem.

Reading Achievement Test Data Response

The 1968 Survey on Compensatory Education did not require any special administration of achievement tests to pupils in the sample. Teachers were requested to report the achievement test scores which were on file for these pupils. If test data were not available, provision was made for later collection of test scores. Teachers were

given a listing of the types of test data preferred, in order of priority. Most desirable were scores on parallel forms of the same battery of tests administered to the pupil at the beginning and end of the 1967-68 school year. The second most desirable scores were those on parallel forms of the same battery of tests administered to a pupil during the 1966-67 and 1967-68 school years. Rationale for emphasizing recency of preprogram test administration in preference to similarity of tests is given by Lord and Novick. 2/ If preprogram and postprogram test results for pupils were not available, teachers were instructed to report results of single tests.

The data which resulted provide considerable information on patterns of testing in title I elementary schools in the United States. Preprogram achievement test scores were reported for 12,062 pupils in grade 2, for 27,049 pupils in grade 4, and for 26,166 pupils in grade 6. Although preprogram scores were reported on more than 86 different achievement test batteries, five batteries provided 83 percent of the scores reported for pupils in a single grade.

Scores on nonparallel preprogram and postprogram tests were reported for 25,103 pupils, and analyzable scores on parallel preprogram and postprogram tests were reported for 11,490 pupils, approximately 9 percent of the returned pupil questionnaires.

Data for seven different combinations of parallel preprogram and postprogram tests were determined to be analyzable if they met previously established criteria. Achievement data for parallel forms of a test

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2/ Lord, F. M., and M. R. Novick. Statistical Theories of Mental Test Scores. Reading, Mass.: Addison-Wesley Publishing Co., 1968, pp. 47 ff.

battery were analyzed if scores were reported for at least 500 pupils in a given grade and tests were administered during the spring of the 1966-67 school year or in the fall of the 1967-68 school year and the spring of the 1967-68 school year. Thus, data concerning changes in reading achievement were analyzed if tests were administered at times immediately surrounding pupil participation in compensatory programs.

The seven test batteries for which analyzable data were provided concerning changes in reading achievement, and the number of pupils tested with each are:

| | | |
|---|---|---|
| Grade 2 | Metropolitan Achievement Tests | 620 pupils |
| Grade 4 | Metropolitan Achievement Tests | 3,940 pupils |
| Grade 4 | Iowa Tests of Basic Skills | 1,310 pupils |
| Grade 6 | Metropolitan Achievement Tests | 2,520 pupils |
| Grade 6 | Iowa Tests of Basic Skills | 1,340 pupils |
| Grade 6 | Stanford Achievement Tests | 1,120 pupils |
| Grade 6 | California Achievement Tests | 640 pupils |

The 11,490 parallel scores from preprogram and postprogram reading achievement tests did not come from a nationally representative population of pupils in title I elementary schools. Tables A-19 through A-24 show that a majority of the States were not represented in any of the achievement test data. Furthermore, each of the test data files contains proportionately more scores for pupils in large and middle-sized cities than their numbers would warrant. For several of the test batteries, data from one State accounted for a sizable proportion of the total data. Thus the data concerning change in reading achievement do not

allow a national evaluation of compensatory reading programs in title I elementary schools in the Nation. It might be interesting to speculate that school districts with adequate test data might also have more sophisticated compensatory reading programs, but data are not available to test this hypothesis.

## Precision

Totals and percentages derived from a sample survey are subject to two principal sources of error--faulty sample design and differing response rates among critical sectors of the sampled units. That is, the totals or percentages for the sample may differ systematically from the actual totals and proportions for the population. Error due to faulty sample design is known as random error, since the practice of sampling itself does not produce results which differ systematically from the true figures. Generally, the larger the sample, the smaller will be the random error and the greater the precision.

The 1968 Survey on Compensatory Education was designed to produce estimated totals and proportions which would differ from the true values by no more than 5 percent at a confidence level of 95 percent. Of the five items used in the majority of the survey analyses, five of 20 response options met this level of precision. Another five response options produced proportions accurate to within 10 percent of the true proportion, with 95 percent confidence. The lowest precision was for "proportion of pupils in schools in rural areas near large cities." Since only 140,003 such pupils were reported, the high variation would be expected. Pupils' family incomes were reported with great precision

for all response options. "Under $3,000 per year" had a coefficient of variation of 5.3 percent. The response "$3,000 to $6,000 per year" had a coefficient of variation of only 1.8 percent. The "$6,000 to $9,000 per year" and "over $9,000 per year" responses had coefficients of variation of 2.2 percent and 5.0 percent, respectively. Pupil race had acceptable precision for the frequent responses "Negro" and "other" (majority). The coefficients of variation for these responses were 5.1 percent and 1.7 percent, respectively. The proportion of pupils participating in academic compensatory education programs was reported with a coefficient of variation of 3.1 percent. Thus with 95 percent confidence, the true proportion would be 5.8 percent above or below the reported proportion. Tables A-25 and A-26 show approximate 68 percent and 95 percent confidence intervals on the totals and proportions reported for each of the 45 possible responses to items used in the survey analyses. In no case did precision among the 45 item responses preclude analysis of data.

Structure of Questionnaire

The School Principal Questionnaire, Teacher Questionnaire, and Pupil Questionnaire of the 1968 survey required responses to questions on such topics as the socioeconomic composition of school student bodies, the background and experience of teachers, and individual participation in compensatory education programs.

The School Principal Questionnaire requested from the school principal or school administrative office data concerning school operations and population in several categories:

a. Enrollment information - Daily attendance and membership for ESEA title I participants as well as for all students, mobility rates of the student body, and grade span of the school

b. Fiscal data - Expenditures for salaries, supplies, and operating expenses for both regular and compensatory education programs; per pupil expenditures and starting salaries

c. School facilities information - Age of school building and size of school library

d. School personnel information - Characteristics of the principal, numbers of professional staff, and inservice training programs offered to school professional and paraprofessional personnel

e. Socioeconomic information - Characteristics of the pupil population of the school, including reports of parents' occupations, school location, and neighborhood served by school

f. Test data - Information extending over 3 school years on standardized achievement test scores for pupils in grade 4 or 5.

The Teacher Questionnaire requested data of the classroom teachers of grades 2, 4, and 6 in the sampled schools. The following categories of data were contained in the Teacher Questionnaire:

a. Teacher characteristics - Experience, education, certification, and race

b. Classroom organization and characteristics - Class enrollment and mobility, teaching organization (e.g., team teaching, ability grouping), and availability of teacher aide services

c. Socioeconomic status information - Characteristics of the class as a unit, race, and education and occupation of pupils' parents

d. Participation information - Percentage of pupils participating in specific ESEA title I academic programs.

The Pupil Questionnaire requested data on individual pupils in grades 2, 4, and 6 of ESEA title I schools in the sample. The

questionnaire was completed by the pupils' teacher and included the following categories:

a. General information - Age, sex, grade, and attendance of pupil

b. Socioeconomic information - Family income, parents' education and occupation, number of people in the home, type of home and neighborhood, race, and parents' contacts with school

c. Pupil characteristics - Pupil's preschool experience, attitude, ability, native language, and mobility

d. Pupil participation - Extent and intensity of pupil's participation in compensatory education academic and ancillary programs

e. Achievement test scores - Pretest and posttest scores of pupil, including name of tests and dates of administration

f. Pupil behavior - Pupil's behavior and ability to interact in the classroom.

The 1968 survey questionnaire contained three types of questions for teachers and principals. Factual information including pupils' birth dates, pupils' grade levels, attendance information, numbers of school personnel, and age of school building was usually available from school or district files, with errors occurring primarily through careless transposition of information.

Another category of factual data was clearly not available in the files of all schools or school districts, and the respondent was advised to respond to the best of his ability unless he had absolutely no basis for providing a response. Such data included the income of the families of pupils, the quality of pupils' housing, and the numbers of persons residing in pupils' households. It is recognized that data based on estimates by the respondent are subject to bias. For example,

teachers may underestimate or overestimate pupils' family incomes if such data are not available in school files.

The third type of question in the 1968 survey asked the opinion of the respondent. Two key questions of this type were "Considering his ability, how far do you think this pupil could go in school?" and "Considering his present attitude, how far do you think this pupil will go in school?"

To gain knowledge of the types of data available in schools and school systems for the use of principals and teachers responding to the 1968 survey, a supplementary survey was conducted in October 1968, in all school districts participating in the 1968 survey. School districts were asked to report the availability of information on the background characteristics of pupils, including early school experiences and socioeconomic status, for pupils in their schools. They were also asked whether the information was obtained from central office files of schools or from school district files.

Sources and Extensiveness of Available Data

The following factual data were available in nearly all school districts for each school: Cost of the district's compensatory education programs, number of pupils participating in the programs, standardized test results, average daily attendance, and average daily membership.

The costs of compensatory education programs were reported as prorations of districtwide per pupil expenditures or total expenditures by 41 percent of the reporting school districts. Thirty-six percent

reported data based upon actual recorded expenditures for each school. Total participation of public school pupils was based upon actual recorded data in 89.4 percent of the reporting districts. Only 60.4 percent of the reporting districts had available recorded data on participation by nonpublic school pupils.

Information regarding individual pupils was more difficult to collect because of the type of information requested and because student records are sometimes lost when the pupil transfers to another school district. Data on pupil socioeconomic status more frequently were not available.

For most pupils, school attendance records and scores on standardized achievement tests were available in the following categories: Pupil absences, pupil attendance at summer school, pupil attendance at kindergarten, number of schools each pupil attended, pupil participation in compensatory education programs, and pupil scores on various achievement tests. More than 90 percent of the school districts used national norms in reporting achievement tests.

Information was available for a number of other pupil background items, but there is no assurance that the information is kept up to date by all schools. Occupation of pupil's parents was available in more than 80 percent of the reporting districts. Educational level of parents was stated in school records in 65 percent of the reporting districts. Whether pupils were living with both parents was available in 78 percent of the cases reported. Records of parental contacts with the school principal were available in 60 percent of the reporting districts. Many school records lacked data on annual family income and the steadiness of parent employment.

Two small interview studies were conducted by researchers under contract with the Office of Education. These researchers met with teachers who had completed the 1968 survey questionnaires to determine the sources of data which teachers employed and the degree of teacher confidence in providing responses to various questions. While neither study was nationally representative, both studies provided clues as to the quality of specific survey items and guidance for the construction of the 1969 Survey on Compensatory Education.

The followup studies revealed that a number of terms used in the 1968 survey were not defined clearly and several questions were poorly worded. Not all school districts, principals, and teachers were familiar with the term "compensatory education." Some equated it with title I programs, while others included all compensatory education programs, regardless of source of funds. Similarly, definition of the term "neighborhood" was not clear to those completing questionnaires.

Validity of Data

An extensive search of the literature on studies of pupil socio-economic status did not reveal whether teachers are likely to provide more or less accurate data than other sources. It is therefore not possible to estimate the extent of teacher bias in reporting pupil background information not available in school files.

However, teachers were consistent in their estimates of pupil background variables, as illustrated in table A-27.

The relationship between teacher responses to the question "Considering his ability, how far do you think this pupil could go

in school?" and pupils' reading achievement test scores was so close that teacher predictions of pupils' academic future could be used instead of test information in some analyses. The relationship between teacher predictions and test scores is presented in table A-28.

Reports by principals of the percentage of pupils in their schools from families with head of household on welfare or unemployed were used to classify schools as to concentration of economically disadvantaged pupils. A search for relevant literature failed to produce studies on principals' abilities to make such estimations. However, the reports of principals, when compared to other indicators of economic status, reveal a consistency which supports the validity of principals' estimates. Table A-29 contains data on the percentage of pupils' families with head of household on welfare or unemployed and on the economic and educational characteristics of pupils' families.

## Survey Procedures and Data Editing

### Distribution of Questionnaires

The 1968 Survey on Compensatory Education was begun in April 1968 under the direction of the U.S. Office of Education. In most cases, survey materials were mailed to State departments of education for further distribution to participating local school districts. In a few cases, survey materials were sent directly to local school districts at the request of the State department of education. Within local school districts, district personnel distributed survey materials to principals in participating title I elementary schools. Principals, in turn, distributed teacher questionnaires and pupil questionnaires to teachers in grades 2, 4, and 6 for completion and return.

Administrative Orientation

Procedures for administration of the 1968 Survey on Compensatory Education were specified at four meetings conducted by the Office of Education in April 1968 in Dallas, Chicago, San Francisco, and Washington, D.C. Representatives of all continental departments of education and most of the large school districts attended. Most of the representatives were title I coordinators or persons responsible for the evaluation of title I within State departments of education or local school districts. The meetings defined and explained the roles of State departments of education and school district offices in the administration of the 1968 survey.

A number of ESEA Title I Program Information Guides pertaining to the 1968 survey were distributed to State departments of education before and after the meetings held in April. On March 5, 1968, Guide No. 137 requested State evaluators to organize inservice workshops for title I coordinators or other local school district representatives responsible for the administration of the 1968 survey. On March 15, Guide No. 141 provided, in addition to an agenda for the April meeting, instructions on the distribution and retrieval of survey questionnaires. Program Information Guide No. 156, distributed on April 24, 1968, authorized the use of State title I program and administrative funds for payment of the costs incurred by State education agencies and local school districts in connection with the administration of the 1968 survey. On May 8, 1968, Program Guide 165 was distributed to State departments of education, offering assistance of the Office of Education to State departments of

education and local school districts in resolving any problems which may have arisen in the implementation of the survey and in the resolution of any administrative or legal problems which might have served to inhibit the timely and efficient collection of data.

Return of Questionnaires

Teachers returned completed questionnaires to their principal, who, when he had received all of the completed questionnaires in his school, sent them either to the school district office, to the State department of education, or to National Computer Systems, Inc. Principals were instructed to send questionnaires directly to National Computer Systems if their school districts and their State departments of education did not object to that procedure. Copies of all questionnaires were filed at local school district offices and at State departments of education.

Data Editing

The survey questionnaires were processed by National Computer Systems, Inc., between June and September 1968.

All three sets of questionnaires--pupil, teacher, and principal--were coded by the individual completing them. On the basis of these code numbers, pupil responses were matched to teacher responses and school principal responses. Prior to machine processing, pupil code numbers and teacher code numbers were checked for proper form sequence, and all pupil questionnaires were placed in order behind their respective teacher questionnaires. Each matched set of teacher and 3-6 pupil questionnaires was then machine processed. Principal questionnaires

were keypunched, and principal, teacher, and pupil files were then merged by computer.

During the processing of the matched sets of questionnaires, the data were examined by computer for obvious errors and inconsistencies according to editing specifications of the Office of Education. Responses were matched against specified tolerance limits, intrarecord comparison was made of a number of items and, on a more limited basis, interrecord comparisons were made. All data found to be in error by machine editing were flagged, reviewed by hand, and logically resolved whenever possible. In a limited number of cases, local school districts were contacted for assistance in resolution of errors. If errors could not be resolved, items were recorded as "blank" and were not used in data analysis.

As a part of machine processing, questionnaires were read by optical scanning equipment and automatically coded onto magnetic tape. The principal questionnaire, which was not designed in a format suitable for optical scanning, was keypunched. Data tapes for each questionnaire and data printouts of univariate statistics were provided to the Office of Education. Upon request, local districts and State departments of education were provided tapes of the survey data which they had submitted.

Initial analysis of survey data was completed under contract by Dr. William Madow and Mr. Martin Gorfinkel of Stanford Research Institute (SRI), Palo Alto, California. Specifications for data analysis were provided by Office of Education staff. SRI constructed cross-tabulations of survey data using the multiple table processor computer system developed by Dr. Madow. In addition, SRI computed coefficient of variation tables for principal variables of analysis.

Editing of Achievement Test Data

Preprogram and postprogram reading achievement test scores were provided by teachers for 55,335 pupils in grades 2, 4, and 6. Not all of these data were analyzable. Different test publishers standardize tests on different norm populations so one cannot correctly pool scores from different tests. Therefore, achievement test scores were analyzed separately for each grade and achievement test title. Further specifications required that preprogram and postprogram achievement tests parallel and that scores be available for at least 500 pupils within a single test file. These criteria reduced the entire set of analyzable achievement change data to seven test files containing a total of 11,490 pupil records. Usable scores for 6th-grade pupils were available on the Metropolitan Achievement Tests, the Iowa Tests of Basic Skills, the Stanford Achievement Test, and the California Achievement Tests. Usable scores for 4th-grade pupils were available on the Metropolitan Achievement Tests and the Iowa Tests of Basic Skills. The single file of usable scores for 2d-grade pupils came from the Metropolitan Achievement Tests.

Publishers' test administration manuals were consulted to determine the minimum and maximum grade equivalent scores for each test. Each preprogram and postprogram achievement test record was then compared by computer to the published minimum norms appropriate to that test. All scores which fell outside these limits were flagged by computer and associated pupil records were listed.

Discrepancies in individual test records were resolved through logical analysis of selected data within the record. Such data included

standardized scores on reading achievement tests other than grade equivalent scores, such as percentiles and stanines; achievement test scores in the subject areas arithmetic and language; composite achievement scores; socioeconomic background variables; and teachers' predictions of the educational futures of pupils. In the few cases where data were not available to resolve reading achievement test errors, pupil records were deleted from the file. Fewer than one-half of 1 percent had to be deleted for this reason. All resolved records were merged with the original computer file of achievement scores.

Not all grade equivalent test data were based upon national test norms. A small survey, supplementary to the 1968 Survey on Compensatory Education, requested school districts to designate norms used in reporting test scores. Using the reported norms, all test scores used for analysis of changes in achievement were corrected to national norms by hand. In cases where supplementary survey questionnaires were not returned, the information was obtained from State departments of education and local education agencies by telephone. All corrections were hand edited into the computer data files and were merged with valid records.

## Analysis of Data

### Descriptive Analyses

The descriptions of characteristics of pupils, teachers, and schools in the population under consideration were obtained through a number of analytic techniques. Univariate frequency tabulations and multivariate cross tabulations were used most often to provide the numbers and percentages of the population having a particular

characteristic or set of characteristics. These numbers and percentages of the population under consideration were estimated from the sample data by extrapolation as described in the preceding section "Weighting of Data."

In univariate frequency tabulations, one variable or characteristic describing the population is analyzed independently of all other variables. Univariate frequency tabulations are reports of the number and percent of pupils, teachers, or schools in the population which possess a particular characteristic, for example, membership in a minority group.

Multivariate cross tabulations are used for analysis of the relationships between two or more variables. Six different types of cross tabulations were used in this analysis:

1. The relationships between two variables, A and B, were examined for pupils, teachers, or schools in the population having the characteristics of variable A and of variable B. Pupils, teachers, or schools with each of the characteristics of variable A were determined, then classified according to their characteristics of variable B. This cross tabulation yielded the number and percent of pupils, teachers, or schools having each possible combination of A and B characteristics.

2. The relationships between two variables, A and B, were examined for pupils in the population who participated in academic compensatory education programs during the 1967-68 school year and for pupils who did not participate in these programs. Pupils were first classified by their participation and nonparticipation in academic compensatory education programs. Participants were then classified by their variable A characteristics. All participants with specified variable A

characteristics were then classified according to their variable B characteristics. The same procedure was followed for nonparticipating pupils. Thus, participants and nonparticipants were compared as to the number and percent having each possible combination of A and B characteristics.

3. The same procedure was followed as for the second type of cross tabulation; however, in this case totals were presented for each group of participants and nonparticipants.

4. The relationships between two variables, A and B, were examined for pupils who participated in academic compensatory education programs during the 1967-68 school year. After determining which pupils participated in compensatory education programs, the participants were classified according to their variable B characteristics.

5. Relationships were examined according to the fourth type of cross tabulation with percentages included.

6. The ratio was determined of the number of participants with variable A and variable B characteristics to the number of participants and nonparticipants with those variable A and variable B characteristics.

Coefficients of Variation

Coefficients of variation for each response option of survey items specified by the Office of Education were computed by Dr. William Madow of SRI. The coefficient of variation of the extrapolated population total for an item option is equal to the ratio of the standard deviation of the option total to the extrapolated total. A similar formula holds for coefficients of variation of estimated proportions.

# TABLES FOR APPENDIX

Table A-1. Distribution of operating local public school systems with 300 pupils or more enrolled and number of pupils, by size of system, for the United States, compared to ESEA title I districts: Fall 1967

| Size of system | Reported from all districts 1/ | | | | ESEA title I estimates from national sample 2/ | | | |
|---|---|---|---|---|---|---|---|---|
| | Public school systems | | Public school pupils | | Public school systems | | Public school pupils | |
| | No. | % | No. | % | No. | % | No. | % |
| Total | 11,862 | 100 | 42,891,932 | 100 | 10,979 | 100 | 41,300,473 | 100 |
| 25,000 or more | 170 | 1 | 12,539,348 | 29 | 167 | 1 | 12,378,672 | 30 |
| 10,000 to 24,999 | 529 | 5 | 7,744,636 | 18 | 519 | 5 | 7,762,612 | 19 |
| 5,000 to 9,999 | 1,083 | 9 | 7,450,234 | 17 | 1,093 | 10 | 7,598,265 | 18 |
| 2,500 to 4,999 | 1,941 | 16 | 6,752,568 | 16 | 1,714 | 16 | 5,920,686 | 14 |
| 1,000 to 2,499 | 3,500 | 30 | 5,677,585 | 13 | 2,953 | 27 | 5,016,044 | 12 |
| 600 to 999 | 2,058 | 17 | 1,605,072 | 4 | 1,923 | 17 | 1,502,924 | 4 |
| 300 to 599 | 2,581 | 22 | 1,122,489 | 3 | 2,610 | 24 | 1,121,270 | 3 |

NOTE: There were 8,393 districts (or 41 percent of the total number of districts) with 734,662 pupils enrolled (or 1.7 percent of the U.S. total) in school systems with less than 300 pupils.

1/ U.S. Office of Education. Education Directory 1967-68: Part 2, Public School Systems.

2/ FY 1968 Title I Statistical Report, sample of 456 districts weighted to the Nation. (Excludes Puerto Rico and the Trust Territory of the Pacific Islands.)

Table A-2. Number of school districts sampled and number and percent responding in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 92 | 90 | 97.8 |
| Alabama | 4 | 4 | 100.0 |
| Alaska | 0 | 0 | -- |
| Arizona | 0 | 0 | -- |
| Arkansas | 0 | 0 | -- |
| California | 11 | 10 | 90.9 |
| Colorado | 2 | 2 | 100.0 |
| Connecticut | 0 | 0 | -- |
| Delaware | 0 | 0 | -- |
| District of Columbia | 1 | 1 | 100.0 |
| Florida | 10 | 10 | 100.0 |
| Georgia | 4 | 4 | 100.0 |
| Hawaii | 1 | 0 | 0.0 |
| Idaho | 0 | 0 | -- |
| Illinois | 1 | 1 | 100.0 |
| Indiana | 2 | 2 | 100.0 |
| Iowa | 1 | 1 | 100.0 |
| Kansas | 1 | 1 | 100.0 |
| Kentucky | 2 | 2 | 100.0 |
| Louisiana | 4 | 4 | 100.0 |
| Maine | 0 | 0 | -- |
| Maryland | 5 | 5 | 100.0 |
| Massachusetts | 1 | 1 | 100.0 |
| Michigan | 2 | 2 | 100.0 |
| Minnesota | 2 | 2 | 100.0 |
| Mississippi | 0 | 0 | -- |
| Missouri | 2 | 2 | 100.0 |
| Montana | 0 | 0 | -- |
| Nebraska | 1 | 1 | 100.0 |
| Nevada | 1 | 1 | 100.0 |
| New Hampshire | 0 | 0 | -- |
| New Jersey | 1 | 1 | 100.0 |
| New Mexico | 1 | 1 | 100.0 |
| New York | 3 | 3 | 100.0 |
| North Carolina | 2 | 2 | 100.0 |
| North Dakota | 0 | 0 | -- |
| Ohio | 6 | 6 | 100.0 |
| Oklahoma | 2 | 2 | 100.0 |
| Oregon | 1 | 1 | 100.0 |
| Pennsylvania | 2 | 2 | 100.0 |
| Rhode Island | 0 | 0 | -- |
| South Carolina | 1 | 1 | 100.0 |
| South Dakota | 0 | 0 | -- |

Table A-2. Number of school districts sampled and number and percent responding in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 2 | 2 | 100.0 |
| Texas | 6 | 6 | 100.0 |
| Utah | 1 | 1 | 100.0 |
| Vermont | 0 | 0 | -- |
| Virginia | 3 | 3 | 100.0 |
| Washington | 1 | 1 | 100.0 |
| West Virginia | 1 | 1 | 100.0 |
| Wisconsin | 1 | 1 | 100.0 |
| Wyoming | 0 | 0 | -- |

-- Not applicable.

Table A-3. Number of school districts sampled and number and percent responding in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 118 | 116 | 98.3 |
| Alabama | 1 | 1 | 100.0 |
| Alaska | 0 | 0 | -- |
| Arizona | 1 | 1 | 100.0 |
| Arkansas | 0 | 0 | -- |
| California | 10 | 10 | 100.0 |
| Colorado | 2 | 2 | 100.0 |
| Connecticut | 4 | 4 | 100.0 |
| Delaware | 0 | 0 | -- |
| District of Columbia | 0 | 0 | -- |
| Florida | 3 | 3 | 100.0 |
| Georgia | 2 | 2 | 100.0 |
| Hawaii | 0 | 0 | -- |
| Idaho | 2 | 2 | 100.0 |
| Illinois | 6 | 6 | 100.0 |
| Indiana | 6 | 6 | 100.0 |
| Iowa | 2 | 2 | 100.0 |
| Kansas | 0 | 0 | -- |
| Kentucky | 0 | 0 | -- |
| Louisiana | 3 | 3 | 100.0 |
| Maine | 1 | 1 | 100.0 |
| Maryland | 1 | 1 | 100.0 |
| Massachusetts | 5 | 5 | 100.0 |
| Michigan | 5 | 4 | 80.0 |
| Minnesota | 1 | 1 | 100.0 |
| Mississippi | 2 | 2 | 100.0 |
| Missouri | 1 | 1 | 100.0 |
| Montana | 0 | 0 | -- |
| Nebraska | 0 | 0 | -- |
| Nevada | 0 | 0 | -- |
| New Hampshire | 0 | 0 | -- |
| New Jersey | 5 | 5 | 100.0 |
| New Mexico | 2 | 2 | 100.0 |
| New York | 4 | 3 | 75.0 |
| North Carolina | 10 | 10 | 100.0 |
| North Dakota | 1 | 1 | 100.0 |
| Ohio | 3 | 3 | 100.0 |
| Oklahoma | 2 | 2 | 100.0 |
| Oregon | 0 | 0 | -- |
| Pennsylvania | 6 | 6 | 100.0 |
| Rhode Island | 2 | 2 | 100.0 |
| South Carolina | 4 | 4 | 100.0 |
| South Dakota | 0 | 0 | -- |

Table A-3. Number of school districts sampled and number and percent responding in enrollment Stratum II (9,000-99,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 1 | 1 | 100.0 |
| Texas | 5 | 5 | 100.0 |
| Utah | 2 | 2 | 100.0 |
| Vermont | 0 | 0 | -- |
| Virginia | 6 | 6 | 100.0 |
| Washington | 2 | 2 | 100.0 |
| West Virginia | 2 | 2 | 100.0 |
| Wisconsin | 2 | 2 | 100.0 |
| Wyoming | 1 | 1 | 100.0 |

-- Not applicable.

Table A-4. Number of school districts sampled and number and percent responding in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 131 | 117 | 89.3 |
| Alabama | 4 | 4 | 100.0 |
| Alaska | 1 | 1 | 100.0 |
| Arizona | 0 | -- | -- |
| Arkansas | 0 | -- | -- |
| California | 12 | 10 | 83.3 |
| Colorado | 0 | -- | -- |
| Connecticut | 2 | 1 | 50.0 |
| Delaware | 1 | 1 | 100.0 |
| District of Columbia | 0 | -- | -- |
| Florida | 3 | 3 | 100.0 |
| Georgia | 2 | 2 | 100.0 |
| Hawaii | 0 | -- | -- |
| Idaho | 1 | 1 | 100.0 |
| Illinois | 2 | 2 | 100.0 |
| Indiana | 4 | 4 | 100.0 |
| Iowa | 1 | 1 | 100.0 |
| Kansas | 1 | 1 | 100.0 |
| Kentucky | 3 | 3 | 100.0 |
| Louisiana | 1 | 1 | 100.0 |
| Maine | 1 | -- | -- |
| Maryland | 2 | 2 | 100.0 |
| Massachusetts | 4 | 3 | 75.0 |
| Michigan | 6 | 5 | 83.3 |
| Minnesota | 3 | 3 | 100.0 |
| Mississippi | 3 | 3 | 100.0 |
| Missouri | 2 | 2 | 100.0 |
| Montana | 0 | 0 | -- |
| Nebraska | 1 | 1 | 100.0 |
| Nevada | 0 | 0 | -- |
| New Hampshire | 0 | 0 | -- |
| New Jersey | 3 | 2 | 66.7 |
| New Mexico | 0 | -- | -- |
| New York | 14 | 10 | 71.4 |
| North Carolina | 7 | 7 | 100.0 |
| North Dakota | 0 | -- | -- |
| Ohio | 9 | 9 | 100.0 |
| Oklahoma | 2 | 2 | 100.0 |
| Oregon | 0 | -- | -- |
| Pennsylvania | 16 | 13 | 81.3 |
| Rhode Island | 1 | 1 | 100.0 |
| South Carolina | 1 | 1 | 100.0 |
| South Dakota | 0 | -- | -- |

Table A-4. Number of school districts sampled and number and percent responding in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 2 | 2 | 100.0 |
| Texas | 6 | 6 | 100.0 |
| Utah | 0 | -- | -- |
| Vermont | 0 | -- | -- |
| Virginia | 5 | 5 | 100.0 |
| Washington | 3 | 3 | 100.0 |
| West Virginia | 0 | 0 | -- |
| Wisconsin | 2 | 2 | 100.0 |
| Wyoming | 0 | 0 | -- |

-- Not applicable.

Table A-5. Number of school districts sampled and number and percent responding in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 124 | 110 | 88.7 |
| Alabama | 1 | 1 | 100.0 |
| Alaska | 0 | 0 | -- |
| Arizona | 1 | 1 | 100.0 |
| Arkansas | 6 | 6 | 100.0 |
| California | 7 | 5 | 71.4 |
| Colorado | 1 | 0 | 0.0 |
| Connecticut | 1 | 1 | 100.0 |
| Delaware | 0 | 0 | -- |
| District of Columbia | 0 | 0 | -- |
| Florida | 2 | 2 | 100.0 |
| Georgia | 3 | 3 | 100.0 |
| Hawaii | 0 | 0 | -- |
| Idaho | 1 | 0 | 0.0 |
| Illinois | 12 | 8 | 66.7 |
| Indiana | 5 | 4 | 80.0 |
| Iowa | 6 | 6 | 100.0 |
| Kansas | 4 | 4 | 100.0 |
| Kentucky | 3 | 3 | 100.0 |
| Louisiana | 0 | 0 | -- |
| Maine | 0 | 0 | -- |
| Maryland | 0 | 0 | -- |
| Massachusetts | 3 | 3 | 100.0 |
| Michigan | 3 | 3 | 100.0 |
| Minnesota | 5 | 5 | 100.0 |
| Mississippi | 1 | 1 | 100.0 |
| Missouri | 2 | 2 | 100.0 |
| Montana | 1 | 1 | 100.0 |
| Nebraska | 3 | 3 | 100.0 |
| Nevada | 0 | 0 | -- |
| New Hampshire | 1 | 1 | 100.0 |
| New Jersey | 6 | 6 | 100.0 |
| New Mexico | 0 | 0 | -- |
| New York | 9 | 8 | 88.9 |
| North Carolina | 0 | 0 | -- |
| North Dakota | 4 | 3 | 75.0 |
| Ohio | 7 | 6 | 85.7 |
| Oklahoma | 7 | 7 | 100.0 |
| Oregon | 0 | 0 | -- |
| Pennsylvania | 3 | 3 | 100.0 |
| Rhode Island | 0 | 0 | -- |
| South Carolina | 0 | 0 | -- |
| South Dakota | 1 | 0 | 0.0 |

Table A-5. Number of school districts sampled and number and percent responding in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 2 | 2 | 100.0 |
| Texas | 10 | 10 | 100.0 |
| Utah | 0 | 0 | -- |
| Vermont | 1 | 1 | 100.0 |
| Virginia | 0 | 0 | -- |
| Washington | 2 | 1 | 50.0 |
| West Virginia | 0 | 0 | -- |
| Wisconsin | 0 | 0 | -- |
| Wyoming | 0 | 0 | -- |

-- Not applicable.

Table A-6. Number of schools sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 2,312 | 1,998 | 86.4 |
| Alabama | 134 | 122 | 91.0 |
| Alaska | -- | -- | -- |
| Arizona | -- | -- | -- |
| Arkansas | -- | -- | -- |
| California | 156 | 85 | 54.5 |
| Colorado 1/ | 33 | 33 | 100.0 |
| Connecticut | -- | -- | -- |
| Delaware | -- | -- | -- |
| District of Columbia | 40 | 1 | 2.5 |
| Florida | 267 | 248 | 92.9 |
| Georgia | 76 | 72 | 94.7 |
| Hawaii | 6 | 0 | 0.0 |
| Idaho | -- | -- | -- |
| Illinois | 141 | 132 | 93.6 |
| Indiana | 38 | 38 | 100.0 |
| Iowa | 12 | 12 | 100.0 |
| Kansas | 16 | 16 | 100.0 |
| Kentucky | 29 | 28 | 96.6 |
| Louisiana | 97 | 88 | 90.7 |
| Maine | -- | -- | -- |
| Maryland | 91 | 76 | 83.5 |
| Massachusetts | 28 | 21 | 75.0 |
| Michigan | 98 | 90 | 91.8 |
| Minnesota | 42 | 29 | 69.0 |
| Mississippi | -- | -- | -- |
| Missouri | 55 | 55 | 100.0 |
| Montana | -- | -- | -- |
| Nebraska | 12 | 12 | 100.0 |
| Nevada | 8 | 8 | 100.0 |
| New Hampshire | -- | -- | -- |
| New Jersey 1/ | 21 | 21 | 100.0 |
| New Mexico | 22 | 21 | 95.5 |
| New York | 162 | 144 | 88.9 |
| North Carolina | 38 | 34 | 89.5 |
| North Dakota | -- | -- | -- |
| Ohio | 150 | 134 | 89.3 |
| Oklahoma | 55 | 54 | 98.2 |
| Oregon | 16 | 16 | 100.0 |
| Pennsylvania | 130 | 95 | 73.1 |
| Rhode Island | -- | -- | -- |
| South Carolina | 25 | 23 | 92.0 |
| South Dakota | -- | -- | -- |

Table A-6. Number of schools sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 55 | 50 | 90.9 |
| Texas | 109 | 98 | 89.9 |
| Utah | 7 | 7 | 100.0 |
| Vermont | -- | -- | -- |
| Virginia | 59 | 57 | 96.6 |
| Washington | 13 | 13 | 100.0 |
| West Virginia | 53 | 47 | 88.7 |
| Wisconsin | 18 | 18 | 100.0 |
| Wyoming | -- | -- | -- |

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. The number of schools not in the original sample from which data were received is as follows: Colorado, 2; New Jersey, 1; total, 3 schools. Sample size and response totals reported above include these schools.

-- Not applicable.

Table A-7. Number of schools sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 877 | 813 | 92.7 |
| Alabama | 13 | 11 | 84.6 |
| Alaska | -- | -- | -- |
| Arizona | 2 | 2 | 100.0 |
| Arkansas | -- | -- | -- |
| California 1/ | 39 | 37 | 94.9 |
| Colorado | 21 | 20 | 95.2 |
| Connecticut | 31 | 31 | 100.0 |
| Delaware | -- | -- | -- |
| District of Columbia | -- | -- | -- |
| Florida | 27 | 24 | 88.9 |
| Georgia | 14 | 11 | 78.6 |
| Hawaii | -- | -- | -- |
| Idaho | 16 | 16 | 100.0 |
| Illinois | 31 | 31 | 100.0 |
| Indiana | 39 | 39 | 100.0 |
| Iowa | 12 | 12 | 100.0 |
| Kansas | -- | -- | -- |
| Kentucky | -- | -- | -- |
| Louisiana | 27 | 27 | 100.0 |
| Maine | 11 | 11 | 100.0 |
| Maryland | 16 | 11 | 68.8 |
| Massachusetts | 47 | 45 | 95.7 |
| Michigan | 30 | 19 | 63.3 |
| Minnesota | 14 | 14 | 100.0 |
| Mississippi | 7 | 7 | 100.0 |
| Missouri | 3 | 3 | 100.0 |
| Montana | -- | -- | -- |
| Nebraska | -- | -- | -- |
| Nevada | -- | -- | -- |
| New Hampshire | -- | -- | -- |
| New Jersey 1/ | 44 | 44 | 100.0 |
| New Mexico | 15 | 13 | 86.7 |
| New York | 25 | 16 | 64.0 |
| North Carolina | 81 | 77 | 95.1 |
| North Dakota | 4 | 4 | 100.0 |
| Ohio | 15 | 13 | 86.7 |
| Oklahoma | 15 | 15 | 100.0 |
| Oregon | -- | -- | -- |
| Pennsylvania | 47 | 45 | 95.7 |
| Rhode Island | 9 | 9 | 100.0 |
| South Carolina | 30 | 29 | 96.7 |
| South Dakota | -- | -- | -- |

Table A-7. Number of schools sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 16 | 16 | 100.0 |
| Texas | 28 | 27 | 96.4 |
| Utah | 25 | 20 | 80.0 |
| Vermont | -- | -- | -- |
| Virginia | 45 | 39 | 86.7 |
| Washington | 24 | 24 | 100.0 |
| West Virginia | 45 | 42 | 93.3 |
| Wisconsin | 7 | 7 | 100.0 |
| Wyoming | 2 | 2 | 100.0 |

1/ Data received from schools not in original sample design: California, 5; New Jersey 2; total 7. Sample size and response totals reported above include these schools.

-- Not applicable.

Table A-8. Number of schools sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 455 | 393 | 86.4 |
| Alabama | 22 | 17 | 77.3 |
| Alaska | 5 | 2 | 40.0 |
| Arizona | -- | -- | -- |
| Arkansas | -- | -- | -- |
| California | 28 | 18 | 64.3 |
| Colorado | -- | -- | -- |
| Connecticut | 7 | 6 | 85.7 |
| Delaware | 2 | 2 | 100.0 |
| District of Columbia | -- | -- | -- |
| Florida | 15 | 12 | 80.0 |
| Georgia | 8 | 6 | 75.0 |
| Hawaii | -- | -- | -- |
| Idaho | 5 | 5 | 100.0 |
| Illinois | 10 | 9 | 90.0 |
| Indiana | 15 | 12 | 80.0 |
| Iowa | 6 | 6 | 100.0 |
| Kansas | 3 | 3 | 100.0 |
| Kentucky | 18 | 17 | 94.4 |
| Louisiana | 5 | 5 | 100.0 |
| Maine | 0 | 0 | -- |
| Maryland | 14 | 10 | 71.4 |
| Massachusetts | 6 | 5 | 83.3 |
| Michigan | 16 | 16 | 100.0 |
| Minnesota | 8 | 8 | 100.0 |
| Mississippi | 9 | 8 | 88.9 |
| Missouri | 4 | 4 | 100.0 |
| Montana | -- | -- | -- |
| Nebraska | 2 | 2 | 100.0 |
| Nevada | -- | -- | -- |
| New Hampshire | -- | -- | -- |
| New Jersey | 5 | 5 | 100.0 |
| New Mexico | -- | -- | -- |
| New York | 30 | 25 | 83.3 |
| North Carolina | 33 | 32 | 97.0 |
| North Dakota | -- | -- | -- |
| Ohio | 38 | 37 | 97.4 |
| Oklahoma | 9 | 9 | 100.0 |
| Oregon | -- | -- | -- |
| Pennsylvania | 57 | 42 | 73.7 |
| Rhode Island | 2 | 2 | 100.0 |
| South Carolina | 2 | 1 | 50.0 |
| South Dakota | -- | -- | -- |

Table A-8. Number of schools sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 13 | 13 | 100.0 |
| Texas | 18 | 17 | 94.4 |
| Utah | -- | -- | -- |
| Vermont | -- | -- | -- |
| Virginia | 27 | 24 | 88.9 |
| Washington | 5 | 5 | 100.0 |
| West Virginia | -- | -- | -- |
| Wisconsin | 8 | 8 | 100.0 |
| Wyoming | -- | -- | -- |

-- Not applicable.

Table A-9. Number of schools sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 178 | 155 | 87.1 |
| Alabama | 3 | 3 | 100.0 |
| Alaska | -- | -- | -- |
| Arizona | 1 | 1 | 100.0 |
| Arkansas | 6 | 6 | 100.0 |
| California | 6 | 6 | 100.0 |
| Colorado | 1 | 0 | 0.0 |
| Connecticut | 2 | 2 | 100.0 |
| Delaware | -- | -- | -- |
| District of Columbia | -- | -- | -- |
| Florida | 5 | 5 | 100.0 |
| Georgia | 4 | 4 | 100.0 |
| Hawaii | -- | -- | -- |
| Idaho | 1 | 0 | 0.0 |
| Illinois | 13 | 10 | 76.9 |
| Indiana | 4 | 4 | 100.0 |
| Iowa | 9 | 9 | 100.0 |
| Kansas | 10 | 9 | 90.0 |
| Kentucky | 9 | 9 | 100.0 |
| Louisiana | -- | -- | -- |
| Maine | -- | -- | -- |
| Maryland | -- | -- | -- |
| Massachusetts | 4 | 3 | 75.0 |
| Michigan | 5 | 4 | 80.0 |
| Minnesota | 9 | 9 | 100.0 |
| Mississippi | 4 | 4 | 100.0 |
| Missouri | 2 | 2 | 100.0 |
| Montana | 1 | 1 | 100.0 |
| Nebraska | 4 | 4 | 100.0 |
| Nevada | -- | -- | -- |
| New Hampshire | 1 | 1 | 100.0 |
| New Jersey | 7 | 7 | 100.0 |
| New Mexico | -- | -- | -- |
| New York | 10 | 8 | 80.0 |
| North Carolina | -- | -- | -- |
| North Dakota | 7 | 3 | 42.9 |
| Ohio | 13 | 11 | 84.6 |
| Oklahoma | 10 | 8 | 80.0 |
| Oregon | -- | -- | -- |
| Pennsylvania | 7 | 5 | 71.4 |
| Rhode Island | -- | -- | -- |
| South Carolina | -- | -- | -- |
| South Dakota | 1 | 0 | 0.0 |

Table A-9. Number of schools sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 2 | 2 | 100.0 |
| Texas | 14 | 13 | 92.9 |
| Utah | -- | -- | -- |
| Vermont | 1 | 1 | 100.0 |
| Virginia | -- | -- | -- |
| Washington | 2 | 1 | 50.0 |
| West Virginia | -- | -- | -- |
| Wisconsin | -- | -- | -- |
| Wyoming | -- | -- | -- |

-- Not applicable.

Table A-10. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 22,541 | 18,039 | 80.0 |
| Alabama | 987 | 929 | 94.1 |
| Alaska | -- | -- | -- |
| Arizona | -- | -- | -- |
| Arkansas | -- | -- | -- |
| California | 1,431 | 576 | 40.3 |
| Colorado 1/ | 232 | 231 | 99.6 |
| Connecticut | -- | -- | -- |
| Delaware | -- | -- | -- |
| District of Columbia | 422 | 3 | .7 |
| Florida | 2,643 | 2,343 | 88.6 |
| Georgia | 663 | 597 | 90.0 |
| Hawaii | 45 | 0 | 0.0 |
| Idaho | -- | -- | -- |
| Illinois | 1,783 | 1,615 | 90.6 |
| Indiana | 378 | 346 | 91.5 |
| Iowa 1/ | 81 | 81 | 100.0 |
| Kansas | 115 | 101 | 87.8 |
| Kentucky | 289 | 279 | 96.5 |
| Louisiana | 938 | 817 | 87.1 |
| Maine | -- | -- | -- |
| Maryland | 774 | 573 | 74.0 |
| Massachusetts | 138 | 120 | 87.0 |
| Michigan | 1,054 | 895 | 84.9 |
| Minnesota | 289 | 209 | 72.3 |
| Mississippi | -- | -- | -- |
| Missouri | 587 | 426 | 72.6 |
| Montana | -- | -- | -- |
| Nebraska 1/ | 108 | 108 | 100.0 |
| Nevada | 73 | 69 | 94.5 |
| New Hampshire | -- | -- | -- |
| New Jersey | 310 | 274 | 88.4 |
| New Mexico | 185 | 160 | 86.5 |
| New York | 1,865 | 1,656 | 88.8 |
| North Carolina | 350 | 324 | 92.6 |
| North Dakota | -- | -- | -- |
| Ohio | 1,508 | 1,205 | 79.9 |
| Oklahoma | 497 | 336 | 67.6 |
| Oregon | 123 | 123 | 100.0 |
| Pennsylvania | 1,328 | 845 | 63.6 |
| Rhode Island | -- | -- | -- |
| South Carolina | 145 | 140 | 96.6 |
| South Dakota | -- | -- | -- |

Table A-10. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 665 | 599 | 90.0 |
| Texas | 1,244 | 1,015 | 81.6 |
| Utah | 66 | 66 | 100.0 |
| Vermont | -- | -- | -- |
| Virginia | 520 | 488 | 93.8 |
| Washington | 140 | 134 | 95.7 |
| West Virginia | 297 | 221 | 74.4 |
| Wisconsin | 268 | 135 | 50.4 |
| Wyoming | -- | -- | -- |

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. Consequently the number of teachers not in the original sample from which data were received is as follows: Colorado, 11; Iowa, 6; Nebraska, 1; total, 18 teachers. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-11. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 6,257 | 5,769 | 92.2 |
| Alabama | 81 | 74 | 91.4 |
| Alaska | -- | -- | -- |
| Arizona | 22 | 22 | 100.0 |
| Arkansas | -- | -- | -- |
| California | 260 | 245 | 94.2 |
| Colorado | 138 | 121 | 87.7 |
| Connecticut | 244 | 237 | 97.1 |
| Delaware | -- | -- | -- |
| District of Columbia | -- | -- | -- |
| Florida | 190 | 167 | 87.9 |
| Georgia | 110 | 92 | 83.6 |
| Hawaii | -- | -- | -- |
| Idaho 1/ | 146 | 146 | 100.0 |
| Illinois | 197 | 189 | 95.9 |
| Indiana 1/ | 326 | 316 | 96.9 |
| Iowa | 92 | 79 | 85.9 |
| Kansas | -- | -- | -- |
| Kentucky | -- | -- | -- |
| Louisiana | 187 | 185 | 98.9 |
| Maine | 58 | 58 | 100.0 |
| Maryland | 82 | 54 | 65.9 |
| Massachusetts | 277 | 258 | 93.1 |
| Michigan | 221 | 138 | 62.4 |
| Minnesota | 142 | 138 | 97.2 |
| Mississippi | 56 | 51 | 91.1 |
| Missouri | 39 | 39 | 100.0 |
| Montana | -- | -- | -- |
| Nebraska | -- | -- | -- |
| Nevada | -- | -- | -- |
| New Hampshire | -- | -- | -- |
| New Jersey 1/ | 393 | 393 | 100.0 |
| New Mexico | 104 | 87 | 83.7 |
| New York | 232 | 164 | 70.7 |
| North Carolina | 575 | 552 | 96.0 |
| North Dakota | 24 | 18 | 75.0 |
| Ohio | 135 | 125 | 82.2 |
| Oklahoma | 97 | 92 | 94.8 |
| Oregon | -- | -- | -- |
| Pennsylvania | 296 | 285 | 96.3 |
| Rhode Island 1/ | 57 | 57 | 100.0 |
| South Carolina | 225 | 212 | 94.2 |
| South Dakota | -- | -- | -- |

Table A-11. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 114 | 107 | 93.9 |
| Texas | 222 | 214 | 96.4 |
| Utah | 174 | 156 | 66.1 |
| Vermont | -- | -- | -- |
| Virginia | 288 | 259 | 89.9 |
| Washington | 178 | 173 | 97.2 |
| West Virginia | 210 | 205 | 97.6 |
| Wisconsin | 51 | 47 | 92.2 |
| Wyoming | 14 | 14 | 100.0 |

1/ Data received from teachers not in original sample design: Idaho, 9; Indiana, 12; New Jersey, 16; Rhode Island, 2; total, 39. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-12. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 2,963 | 2,467 | 83.3 |
| Alabama | 108 | 86 | 79.6 |
| Alaska | 39 | 14 | 35.9 |
| Arizona | -- | -- | -- |
| Arkansas | -- | -- | -- |
| California | 224 | 117 | 52.3 |
| Colorado | -- | -- | -- |
| Connecticut | 46 | 36 | 78.3 |
| Delaware | 18 | 16 | 88.9 |
| District of Columbia | -- | -- | -- |
| Florida | 86 | 65 | 75.6 |
| Georgia | 53 | 38 | 71.7 |
| Hawaii | -- | -- | -- |
| Idaho | 39 | 39 | 100.0 |
| Illinois | 53 | 51 | 96.2 |
| Indiana | 97 | 81 | 83.5 |
| Iowa | 28 | 28 | 100.0 |
| Kansas | 30 | 29 | 96.7 |
| Kentucky | 113 | 102 | 90.3 |
| Louisiana | 22 | 21 | 95.5 |
| Maine | -- | -- | -- |
| Maryland | 62 | 48 | 77.4 |
| Massachusetts | 33 | 30 | 90.9 |
| Michigan | 120 | 110 | 91.7 |
| Minnesota | 94 | 94 | 100.0 |
| Mississippi | 73 | 63 | 86.3 |
| Missouri 1/ | 26 | 26 | 100.0 |
| Montana | -- | -- | -- |
| Nebraska | 13 | 12 | 92.3 |
| Nevada | -- | -- | -- |
| New Hampshire | -- | -- | -- |
| New Jersey | 36 | 36 | 100.0 |
| New Mexico | -- | -- | -- |
| New York | 280 | 197 | 70.4 |
| North Carolina | 192 | 173 | 90.1 |
| North Dakota | -- | -- | -- |
| Ohio | 226 | 218 | 96.5 |
| Oklahoma | 50 | 35 | 70.0 |
| Oregon | -- | -- | -- |
| Pennsylvania | 378 | 299 | 79.1 |
| Rhode Island | 18 | 18 | 100.0 |
| South Carolina | 12 | 5 | 41.7 |
| South Dakota | -- | -- | -- |

Table A-12. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 54 | 49 | 90.7 |
| Texas | 127 | 119 | 93.7 |
| Utah | -- | -- | -- |
| Vermont | -- | -- | -- |
| Virginia | 158 | 157 | 99.4 |
| Washington | 25 | 25 | 100.0 |
| West Virginia | -- | -- | -- |
| Wisconsin | 30 | 30 | 100.0 |
| Wyoming | -- | -- | -- |

1/ Data received from teachers not in original sample design: Missouri, 2; total,2. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-13. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 981 | 842 | 85.8 |
| Alabama | 21 | 21 | 100.0 |
| Alaska | -- | -- | -- |
| Arizona | 10 | 10 | 100.0 |
| Arkansas | 27 | 27 | 100.0 |
| California 1/ | 27 | 25 | 92.6 |
| Colorado | 6 | -- | 0.0 |
| Connecticut 1/ | 22 | 22 | 100.0 |
| Delaware | -- | -- | -- |
| District of Columbia | -- | -- | -- |
| Florida | 33 | 32 | 97.0 |
| Georgia | 27 | 27 | 100.0 |
| Hawaii | -- | -- | -- |
| Idaho | 3 | -- | 0.0 |
| Illinois | 71 | 39 | 54.9 |
| Indiana | 24 | 23 | 95.8 |
| Iowa | 32 | 32 | 100.0 |
| Kansas | 42 | 35 | 83.3 |
| Kentucky | 49 | 49 | 100.0 |
| Louisiana | -- | -- | -- |
| Maine | -- | -- | -- |
| Maryland | -- | -- | -- |
| Massachusetts | 40 | 21 | 52.5 |
| Michigan | 19 | 19 | 100.0 |
| Minnesota | 34 | 34 | 100.0 |
| Mississippi | 27 | 26 | 96.3 |
| Missouri | 6 | 6 | 100.0 |
| Montana | 4 | 4 | 100.0 |
| Nebraska | 14 | 14 | 100.0 |
| Nevada | -- | -- | -- |
| New Hampshire | 6 | 6 | 100.0 |
| New Jersey | 42 | 42 | 100.0 |
| New Mexico | -- | -- | -- |
| New York | 73 | 64 | 87.7 |
| North Carolina | -- | -- | -- |
| North Dakota | 33 | 21 | 63.6 |
| Ohio | 84 | 63 | 75.0 |
| Oklahoma | 43 | 43 | 100.0 |
| Oregon | -- | -- | -- |
| Pennsylvania | 29 | 19 | 65.5 |
| Rhode Island | -- | -- | -- |
| South Carolina | -- | -- | -- |
| South Dakota | 6 | -- | 0.0 |

Table A-13. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 9 | 9 | 100.0 |
| Texas | 104 | 98 | 94.2 |
| Utah | -- | -- | -- |
| Vermont | 5 | 5 | 100.0 |
| Virginia | -- | -- | -- |
| Washington | 9 | 6 | 66.7 |
| West Virginia | -- | -- | -- |
| Wisconsin | -- | -- | -- |
| Wyoming | -- | -- | -- |

1/ Data received from teachers not in original sample design: California, 4; Connecticut, 2; total, 6. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 30 | 00060 | 0.00* | 6.42 | 4.88 | 6.94 | 5.00 | 9.04 | 1.034 |
| 38 | 00060 | 0.00 | 9.09 | 0.00 | 9.34 | 0.00 | 9.78 | 1.034 |
| 41 | 00060 | 6.88 | 7.86 | 5.57 | 8.18 | 5.00 | 9.09 | 1.034 |
| 30 | 00090 | 0.00 | 15.34 | 0.00 | 13.95 | 0.00 | 16.26 | 1.034 |
| 20 | 00120 | 7.42 | 7.66 | 5.06 | 8.30 | 4.60 | 8.32 | 1.034 |
| 30 | 00120 | 0.00 | 11.65 | 0.00 | 10.08 | 0.00 | 9.43 | 1.034 |
| 19 | 00150 | 5.74 | 10.32 | 5.74 | 11.95 | 6.57 | 11.18 | 1.034 |
| 19 | 00180 | 0.00 | 7.49 | 0.00 | 7.86 | 0.00 | 7.27 | 1.034 |
| 28 | 00300 | 5.63 | 9.88 | 4.80 | 9.62 | 5.00 | 9.78 | 1.034 |
| 54 | 00360 | 6.06 | 6.99 | 5.44 | 7.31 | 6.00 | 7.45 | 1.034 |
| 10 | 00390 | 5.72 | 7.94 | 6.29 | 8.18 | 5.83 | 8.10 | 1.034 |
| 19 | 00390 | 4.73 | 9.31 | 5.33 | 8.39 | 0.00 | 10.31 | 1.034 |
| 19 | 00480 | 4.85 | 8.38 | 5.50 | 8.85 | 5.34 | 8.58 | 1.034 |
| 30 | 00480 | 4.44 | 10.36 | 4.83 | 10.72 | 0.00 | 9.57 | 1.034 |
| 19 | 00510 | 4.89 | 8.73 | 4.80 | 8.03 | 4.95 | 8.36 | 1.034 |
| 30 | 00510 | 5.00 | 7.44 | 5.75 | 8.55 | 5.75 | 9.02 | 1.034 |
| 28 | 00540 | 4.88 | 6.62 | 4.53 | 7.23 | 5.61 | 7.19 | 1.034 |
| 58 | 00600 | 13.17 | 10.35 | 12.83 | 9.38 | 11.83 | 8.75 | 1.034 |
| 28 | 00840 | 5.53 | 9.04 | 6.25 | 9.04 | 4.88 | 9.36 | 1.034 |
| 19 | 00870 | 5.41 | 9.23 | 5.00 | 9.56 | 5.18 | 9.93 | 1.034 |
| 20 | 01020 | 5.35 | 8.78 | 5.27 | 8.52 | 4.90 | 8.13 | 1.034 |
| 28 | 01170 | 4.94 | 9.63 | 5.29 | 8.77 | 5.12 | 8.65 | 1.034 |
| 56 | 01260 | 0.00 | 11.73 | 5.58 | 9.26 | 5.12 | 8.42 | 1.034 |
| 19 | 01440 | 5.19 | 8.12 | 4.10 | 8.72 | 5.83 | 8.04 | 1.034 |
| 19 | 01500 | 4.00 | 8.15 | 4.08 | 7.96 | 3.67 | 8.16 | 1.034 |

Note: A listing of school districts by number, name, and location is provided as an annex to this table.

*0.00 indicates no pupils in sample for indicated school condition and school district.

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 43 | 01500 | 4.82 | 10.53 | 5.41 | 9.61 | 4.58 | 9.66 | 1.034 |
| 19 | 01560 | 0.00 | 6.66 | 0.00 | 6.86 | 0.00 | 7.19 | 1.034 |
| 19 | 01590 | 2.25 | 7.58 | 2.35 | 7.45 | 2.43 | 7.35 | 1.034 |
| 20 | 01740 | 4.33 | 9.27 | 3.00 | 8.50 | 5.00 | 8.67 | 1.034 |
| 10 | 01920 | 0.00 | 8.22 | 0.00 | 8.91 | 0.00 | 8.60 | 1.034 |
| 50 | 02310 | 0.00 | 7.90 | 0.00 | 8.18 | 0.00 | 9.19 | 1.034 |
| 10 | 02370 | 4.83 | 8.60 | 5.50 | 8.85 | 5.00 | 8.67 | 1.034 |
| 10 | 02430 | 5.23 | 9.84 | 5.94 | 10.19 | 5.04 | 9.79 | 1.034 |
| 56 | 02670 | 5.00 | 7.54 | 5.21 | 7.61 | 5.08 | 7.32 | 1.034 |
| 31 | 02790 | 0.00 | 8.29 | 0.00 | 8.48 | 0.00 | 8.70 | 1.034 |
| 45 | 02790 | 5.03 | 10.64 | 5.54 | 10.76 | 5.27 | 10.60 | 1.034 |
| 52 | 02940 | 4.93 | 8.22 | 5.20 | 7.92 | 5.66 | 8.17 | 1.034 |
| 27 | 02970 | 5.00 | 8.77 | 5.46 | 9.39 | 5.67 | 9.22 | 1.034 |
| 43 | 02970 | 0.00 | 7.54 | 0.00 | 7.33 | 0.00 | 7.58 | 1.034 |
| 52 | 03180 | 5.55 | 9.01 | 0.00 | 8.15 | 0.00 | 8.51 | 1.034 |
| 56 | 03240 | 5.25 | 8.69 | 6.32 | 7.21 | 5.50 | 7.38 | 1.034 |
| 15 | 03360 | 4.68 | 9.14 | 5.67 | 9.12 | 0.00 | 9.22 | 1.034 |
| 27 | 03600 | 5.15 | 8.28 | 4.87 | 8.56 | 6.65 | 7.74 | 1.034 |
| 20 | 03870 | 4.89 | 11.99 | 5.31 | 10.50 | 5.09 | 14.22 | 1.034 |
| 24 | 03870 | 5.51 | 9.30 | 6.00 | 9.74 | 0.00 | 6.77 | 1.034 |
| 24 | 04770 | 6.00 | 8.80 | 5.30 | 9.61 | 6.53 | 8.23 | 1.034 |
| 15 | 04800 | 7.00 | 7.88 | 4.00 | 7.55 | 7.38 | 7.89 | 1.034 |
| 42 | 05850 | 0.00 | 9.67 | 0.00 | 10.27 | 0.00 | 9.37 | 1.034 |
| 45 | 06270 | 7.06 | 10.89 | 7.24 | 12.80 | 10.00 | 10.59 | 1.034 |
| 45 | 06570 | 11.83 | 12.14 | 4.97 | 9.02 | 3.83 | 8.98 | 1.034 |
| 45 | 06900 | 5.44 | 7.71 | 5.00 | 7.63 | 5.11 | 7.58 | 1.034 |
| 45 | 07590 | 5.40 | 7.08 | 5.94 | 8.33 | 5.47 | 8.65 | 1.034 |
| 25 | 08970 | 5.63 | 6.63 | 5.57 | 6.71 | 5.86 | 9.07 | 1.034 |
| 59 | 09600 | 5.63 | 17.33 | 13.25 | 19.93 | 5.00 | 12.84 | 1.034 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 57 | 09780 | 4.78 | 7.12 | 5.06 | 7.49 | 4.22 | 7.58 | 1.034 |
| 23 | 09930 | 6.58 | 8.76 | 4.90 | 8.79 | 6.00 | 9.35 | 1.034 |
| 47 | 10050 | 5.13 | 6.95 | 4.31 | 7.34 | 4.86 | 7.05 | 1.034 |
| 40 | 11340 | 0.00 | 8.54 | 0.00 | 8.29 | 0.00 | 8.07 | 1.034 |
| 32 | 12000 | 0.00 | 5.94 | 2.00 | 12.77 | 0.00 | 8.62 | 1.034 |
| 32 | 14520 | 4.88 | 11.66 | 5.51 | 10.06 | 5.83 | 10.38 | 1.034 |
| 14 | 14550 | 7.90 | 10.74 | 8.00 | 10.26 | 4.58 | 9.12 | 1.034 |
| 14 | 14880 | 6.17 | 18.28 | 6.75 | 18.51 | 6.17 | 21.31 | 1.034 |
| 53 | 15270 | 5.17 | 8.75 | 6.73 | 8.60 | 5.30 | 8.38 | 1.034 |
| 53 | 16230 | 0.00 | 109.09 | 0.00 | 143.35 | 0.00 | 128.75 | 1.034 |
| 35 | 16410 | 6.78 | 8.03 | 5.10 | 7.57 | 5.41 | 7.26 | 1.034 |
| 53 | 18300 | 5.30 | 6.58 | 5.29 | 6.47 | 4.82 | 6.35 | 1.034 |
| 48 | 18990 | 0.00 | 11.12 | 0.00 | 10.91 | 0.00 | 11.45 | 1.034 |
| 48 | 19170 | 0.00 | 11.22 | 0.00 | 9.92 | 0.00 | 10.86 | 1.034 |
| 53 | 19680 | 4.81 | 8.29 | 4.92 | 8.55 | 6.33 | 8.75 | 1.034 |
| 42 | 20580 | 0.00 | 13.80 | 0.00 | 15.83 | 0.00 | 15.15 | 1.034 |
| 33 | 21240 | 7.67 | 5.31 | 4.88 | 6.11 | 4.42 | 5.71 | 1.034 |
| 45 | 21510 | 5.08 | 8.03 | 5.13 | 8.08 | 4.73 | 8.29 | 1.034 |
| 14 | 22500 | 14.09 | 8.82 | 30.50 | 7.55 | 0.00 | 7.68 | 1.034 |
| 14 | 22710 | 0.00 | 61.40 | 0.00 | 64.81 | 0.00 | 72.86 | 1.034 |
| 46 | 22770 | 0.00 | 9.82 | 0.00 | 8.70 | 0.00 | 9.05 | 1.034 |
| 53 | 23640 | 5.14 | 7.71 | 5.54 | 8.18 | 4.82 | 7.59 | 1.034 |
| 42 | 24750 | 0.00 | 6.46 | 0.00 | 7.04 | 0.00 | 8.65 | 1.034 |
| 14 | 26370 | 6.83 | 7.97 | 6.00 | 10.36 | 13.00 | 13.17 | 1.034 |
| 14 | 28050 | 8.25 | 9.71 | 5.67 | 9.56 | 4.67 | 8.93 | 1.034 |
| 35 | 29280 | 10.00 | 15.97 | 6.67 | 8.17 | 5.89 | 8.27 | 1.034 |
| 46 | 30240 | 0.00 | 9.94 | 0.00 | 11.38 | 0.00 | 12.93 | 1.034 |
| 14 | 32550 | 7.58 | 17.13 | 6.50 | 17.88 | 0.00 | 19.62 | 1.034 |
| 14 | 33840 | 0.00 | 8.82 | 0.00 | 10.79 | 0.00 | 11.07 | 1.034 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 33 | 33840 | 5.00 | 24.82 | 4.61 | 23.91 | 5.47 | 27.88 | 1.034 |
| 14 | 34320 | 5.25 | 10.33 | 9.00 | 11.07 | 6.20 | 11.09 | 1.034 |
| 14 | 34410 | 0.00 | 17.43 | 0.00 | 21.86 | 0.00 | 17.01 | 1.034 |
| 53 | 38730 | 6.30 | 5.98 | 6.08 | 5.46 | 4.69 | 5.54 | 1.034 |
| 26 | 46770 | 0.00 | 9.62 | 0.00 | 10.32 | 0.00 | 10.56 | 1.034 |
| 37 | 74820 | 0.00 | 6.58 | 0.00 | 6.22 | 0.00 | 5.82 | 1.034 |
| 43 | 00030 | 5.58 | 11.37 | 5.08 | 10.61 | 5.56 | 9.28 | 5.809 |
| 49 | 00240 | 5.70 | 11.58 | 5.00 | 12.54 | 4.82 | 11.54 | 5.809 |
| 58 | 00300 | 4.13 | 8.26 | 5.38 | 7.29 | 5.08 | 9.38 | 5.809 |
| 28 | 00330 | 4.95 | 8.02 | 5.59 | 7.75 | 5.33 | 8.39 | 5.809 |
| 22 | 00360 | 5.20 | 7.37 | 5.22 | 7.82 | 5.75 | 7.66 | 5.809 |
| 59 | 00390 | 4.53 | 11.57 | 4.62 | 10.52 | 5.00 | 12.13 | 5.809 |
| 16 | 00450 | 5.13 | 8.10 | 5.20 | 7.00 | 5.00 | 13.39 | 5.809 |
| 10 | 00540 | 5.00 | 9.99 | 5.44 | 10.66 | 5.00 | 10.45 | 5.809 |
| 34 | 00630 | 7.72 | 20.22 | 6.20 | 14.43 | 7.30 | 23.27 | 5.809 |
| 54 | 00630 | 0.00 | 8.08 | 0.00 | 7.22 | 4.98 | 6.84 | 5.809 |
| 30 | 00660 | 0.00 | 10.46 | 0.00 | 10.18 | 0.00 | 15.17 | 5.809 |
| 49 | 01110 | 5.29 | 10.34 | 4.82 | 9.42 | 5.33 | 9.58 | 5.809 |
| 43 | 01200 | 4.75 | 8.35 | 4.90 | 7.81 | 5.78 | 8.21 | 5.809 |
| 54 | 01200 | 0.00 | 7.43 | 0.00 | 7.31 | 0.00 | 7.30 | 5.809 |
| 43 | 01230 | 4.92 | 8.82 | 5.67 | 7.71 | 5.06 | 7.80 | 5.809 |
| 58 | 01230 | 5.19 | 8.13 | 4.72 | 7.53 | 5.18 | 7.87 | 5.809 |
| 19 | 01260 | 5.33 | 6.56 | 4.92 | 9.57 | 5.20 | 9.00 | 5.809 |
| 43 | 01260 | 5.22 | 10.33 | 5.22 | 9.94 | 6.17 | 10.23 | 5.809 |
| 28 | 01410 | 5.17 | 9.07 | 5.13 | 8.48 | 5.00 | 6.10 | 5.809 |
| 43 | 01470 | 4.52 | 8.29 | 5.17 | 6.65 | 4.67 | 6.88 | 5.809 |
| 41 | 01500 | 5.20 | 9.60 | 5.09 | 9.06 | 5.33 | 8.36 | 5.809 |
| 16 | 01530 | 6.78 | 10.96 | 5.50 | 9.30 | 0.00 | 6.76 | 5.809 |
| 43 | 01620 | 7.00 | 8.75 | 4.89 | 8.13 | 4.67 | 8.36 | 5.809 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 19 | 01710 | 0.00 | 8.24 | 0.00 | 6.43 | 0.00 | 6.73 | 5.809 |
| 19 | 01770 | 4.38 | 20.37 | 4.88 | 21.15 | 4.64 | 11.82 | 5.809 |
| 43 | 01860 | 5.00 | 8.57 | 4.70 | 8.07 | 4.67 | 8.69 | 5.809 |
| 28 | 01890 | 4.18 | 12.62 | 5.00 | 11.23 | 5.20 | 6.82 | 5.809 |
| 14 | 01920 | 11.00 | 10.75 | 6.83 | 9.77 | 6.00 | 9.64 | 5.809 |
| 41 | 02250 | 18.67 | 10.40 | 0.00 | 10.04 | 0.00 | 8.18 | 5.809 |
| 52 | 02250 | 5.44 | 7.35 | 5.00 | 7.52 | 5.72 | 8.74 | 5.809 |
| 14 | 02310 | 5.27 | 9.98 | 5.50 | 11.60 | 8.20 | 0.00 | 5.809 |
| 50 | 02340 | 5.67 | 10.65 | 4.89 | 9.53 | 5.42 | 10.85 | 5.809 |
| 56 | 02340 | 0.00 | 9.35 | 0.00 | 16.06 | 0.00 | 11.21 | 5.809 |
| 20 | 02550 | 0.00 | 7.42 | 5.89 | 10.09 | 4.91 | 12.99 | 5.809 |
| 56 | 02550 | 5.05 | 12.00 | 5.78 | 16.62 | 0.00 | 7.29 | 5.809 |
| 22 | 02640 | 7.00 | 8.47 | 6.40 | 8.56 | 4.08 | 7.79 | 5.809 |
| 56 | 02640 | 0.00 | 8.59 | 5.31 | 12.88 | 5.17 | 12.78 | 5.809 |
| 20 | 02880 | 0.00 | 0.00 | 5.06 | 14.94 | 4.67 | 0.00 | 5.809 |
| 24 | 02880 | 4.68 | 10.77 | 5.23 | 11.74 | 4.83 | 16.53 | 5.809 |
| 34 | 02910 | 5.09 | 12.31 | 5.78 | 15.47 | 4.95 | 15.94 | 5.809 |
| 15 | 03060 | 4.85 | 7.97 | 5.22 | 8.43 | 5.63 | 8.27 | 5.809 |
| 16 | 03090 | 4.89 | 7.50 | 4.20 | 8.58 | 0.00 | 7.65 | 5.809 |
| 31 | 03090 | 5.23 | 11.97 | 4.92 | 12.00 | 5.58 | 12.24 | 5.809 |
| 33 | 03180 | 5.03 | 7.31 | 5.67 | 7.95 | 4.89 | 6.86 | 5.809 |
| 40 | 03300 | 4.33 | 8.48 | 4.73 | 8.09 | 5.31 | 8.41 | 5.809 |
| 56 | 03330 | 0.00 | 8.21 | 0.00 | 10.67 | 0.00 | 9.44 | 5.809 |
| 50 | 03360 | 5.50 | 7.41 | 5.08 | 7.31 | 6.33 | 7.65 | 5.809 |
| 43 | 03450 | 6.40 | 12.84 | 5.67 | 10.63 | 5.29 | 11.49 | 5.809 |
| 23 | 03600 | 5.40 | 7.96 | 5.44 | 8.61 | 6.00 | 8.05 | 5.809 |
| 24 | 03630 | 5.29 | 11.18 | 4.49 | 12.19 | 5.38 | 9.29 | 5.809 |
| 50 | 03720 | 5.04 | 14.12 | 5.48 | 21.27 | 5.12 | 16.93 | 5.809 |
| 43 | 03780 | 0.00 | 8.72 | 5.67 | 22.39 | 5.27 | 8.27 | 5.809 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 56 | 03810 | 5.50 | 12.59 | 4.31 | 11.50 | 5.20 | 11.86 | 5.809 |
| 50 | 03870 | 0.00 | 16.50 | 0.00 | 21.32 | 0.00 | 19.45 | 5.809 |
| 57 | 03870 | 97.00 | 7.71 | 5.13 | 7.83 | 5.00 | 8.68 | 5.809 |
| 56 | 03900 | 5.50 | 7.28 | 5.00 | 8.65 | 5.00 | 7.70 | 5.809 |
| 32 | 04260 | 6.33 | 11.08 | 5.07 | 10.98 | 0.00 | 8.42 | 5.809 |
| 24 | 04320 | 0.00 | 5.61 | 0.00 | 5.69 | 5.00 | 9.00 | 5.809 |
| 43 | 04620 | 6.39 | 8.02 | 5.25 | 9.49 | 5.56 | 10.30 | 5.809 |
| 23 | 04710 | 9.00 | 22.18 | 5.75 | 25.60 | 5.73 | 17.69 | 5.809 |
| 16 | 04920 | 8.50 | 6.34 | 4.55 | 9.13 | 5.25 | 7.97 | 5.809 |
| 15 | 06120 | 0.00 | 6.71 | 0.00 | 7.41 | 0.00 | 6.40 | 5.809 |
| 24 | 06390 | 10.00 | 6.58 | 5.56 | 6.62 | 2.25 | 6.75 | 5.809 |
| 40 | 06540 | 5.17 | 5.80 | 4.50 | 6.40 | 0.00 | 5.88 | 5.809 |
| 59 | 07020 | 5.11 | 13.72 | 5.72 | 13.91 | 5.67 | 10.00 | 5.809 |
| 24 | 07320 | 5.17 | 10.69 | 5.57 | 10.13 | 5.32 | 11.83 | 5.809 |
| 53 | 07440 | 5.29 | 10.09 | 5.08 | 10.55 | 5.56 | 11.07 | 5.809 |
| 12 | 07560 | 4.82 | 16.60 | 5.04 | 13.07 | 5.13 | 15.33 | 5.809 |
| 40 | 07830 | 5.40 | 7.89 | 4.96 | 8.48 | 5.12 | 7.69 | 5.809 |
| 25 | 08580 | 7.27 | 10.81 | 5.19 | 13.90 | 7.83 | 14.28 | 5.809 |
| 45 | 08580 | 5.00 | 13.35 | 5.17 | 12.79 | 5.47 | 13.13 | 5.809 |
| 24 | 08820 | 6.42 | 11.92 | 5.11 | 8.75 | 5.42 | 10.33 | 5.809 |
| 48 | 08850 | 4.71 | 9.33 | 4.53 | 11.17 | 4.67 | 10.88 | 5.809 |
| 48 | 09300 | 4.60 | 14.23 | 5.08 | 12.97 | 5.11 | 11.29 | 5.809 |
| 31 | 09630 | 4.63 | 7.52 | 5.00 | 7.94 | 4.75 | 7.77 | 5.809 |
| 31 | 09870 | 7.25 | 13.71 | 4.33 | 14.13 | 5.40 | 11.84 | 5.809 |
| 29 | 09930 | 5.25 | 6.38 | 4.79 | 6.47 | 5.76 | 7.27 | 5.809 |
| 57 | 10380 | 4.78 | 7.54 | 5.10 | 7.80 | 5.45 | 7.39 | 5.809 |
| 31 | 10890 | 7.15 | 11.28 | 6.54 | 12.10 | 7.08 | 12.91 | 5.809 |
| 48 | 10950 | 5.00 | 9.46 | 5.13 | 7.91 | 5.00 | 6.88 | 5.809 |
| 14 | 11460 | 14.00 | 121.50 | 18.75 | 42.17 | 6.50 | 33.64 | 5.809 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 40 | 12690 | 4.94 | 8.18 | 6.42 | 8.28 | 4.97 | 8.52 | 5.809 |
| 44 | 13020 | 8.25 | 7.80 | 7.00 | 9.48 | 5.20 | 10.81 | 5.809 |
| 31 | 13230 | 5.73 | 7.95 | 5.50 | 7.87 | 5.80 | 8.01 | 5.809 |
| 23 | 13710 | 6.67 | 12.73 | 4.50 | 12.52 | 6.10 | 11.76 | 5.809 |
| 45 | 13740 | 5.46 | 10.57 | 5.19 | 10.46 | 5.56 | 10.87 | 5,809 |
| 32 | 14070 | 6.89 | 9.78 | 4.83 | 10.15 | 5.33 | 10.17 | 5.809 |
| 23 | 14460 | 5.29 | 6.98 | 5.78 | 6.75 | 0.00 | 0.00 | 5.809 |
| 45 | 14670 | 5.13 | 10.21 | 5.54 | 9.61 | 5.46 | 11.20 | 5.809 |
| 23 | 16080 | 4.75 | 6.92 | 5.43 | 6.42 | 5.56 | 7.63 | 5.809 |
| 48 | 16410 | 5.33 | 8.15 | 5.50 | 8.36 | 5.08 | 9.29 | 5.809 |
| 46 | 17250 | 4.70 | 7.44 | 5.59 | 7.34 | 5.89 | 6.93 | 5.809 |
| 40 | 17280 | 5.25 | 8.35 | 5.00 | 8.28 | 5.07 | 0.00 | 5.809 |
| 14 | 17820 | 0.00 | 5.77 | 4.89 | 6.82 | 5.33 | 7.59 | 5.809 |
| 48 | 18840 | 3.14 | 12.11 | 2.93 | 9.70 | 5.23 | 8.92 | 5.809 |
| 42 | 20100 | 5.53 | 7.94 | 5.31 | 9.44 | 5.03 | 8.40 | 5.809 |
| 46 | 20970 | 5.17 | 13.51 | 5.72 | 15.15 | 5.25 | 14.87 | 5.809 |
| 53 | 22470 | 4.77 | 8.43 | 5.27 | 9.29 | 5.32 | 8.72 | 5.809 |
| 32 | 24840 | 4.83 | 7.26 | 4.67 | 6.78 | 4.90 | 8.75 | 5.809 |
| 14 | 25470 | 0.00 | 12.02 | 0.00 | 14.56 | 0.00 | 10.42 | 5.809 |
| 35 | 26070 | 4.92 | 10.33 | 4.85 | 9.90 | 5.58 | 10.83 | 5.809 |
| 48 | 26310 | 5.38 | 11.22 | 5.94 | 11.59 | 4.83 | 10.49 | 5.809 |
| 23 | 26400 | 5.33 | 13.75 | 5.20 | 11.77 | 5.80 | 13.33 | 5.809 |
| 25 | 26400 | 5.33 | 8.45 | 5.40 | 8.23 | 4.83 | 7.85 | 5.809 |
| 42 | 27300 | 5.65 | 10.52 | 4.92 | 9.35 | 4.79 | 10.38 | 5.809 |
| 42 | 28560 | 4.61 | 9.51 | 4.75 | 11.23 | 5.20 | 10.40 | 5.809 |
| 32 | 29460 | 5.67 | 10.93 | 5.73 | 10.29 | 5.29 | 10.24 | 5.809 |
| 14 | 32790 | 5.83 | 22.53 | 5.55 | 13.04 | 7.67 | 13.00 | 5.809 |
| 53 | 33120 | 5.06 | 0.00 | 6.22 | 0.00 | 5.00 | 0.00 | 5.809 |
| 14 | 34680 | 2.25 | 15.00 | 2.29 | 15.76 | 2.74 | 16.00 | 5.809 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 14 | 34710 | 5.00 | 25.45 | 11.00 | 22.00 | 5.18 | 22.18 | 5,809 |
| 14 | 36840 | 0.00 | 16.29 | 0.00 | 26.42 | 0.00 | 17.32 | 5.809 |
| 14 | 38460 | 7.11 | 12.90 | 5.42 | 7.10 | 5.42 | 17.71 | 5.809 |
| 53 | 44130 | 5.25 | 10.86 | 5.24 | 11.64 | 0.00 | 5.81 | 5.809 |
| 53 | 44280 | 4.73 | 7.17 | 5.23 | 6.99 | 5.15 | 6.73 | 5.809 |
| 43 | 00180 | 5.08 | 10.07 | 5.08 | 10.32 | 5.78 | 10.17 | 17.95 |
| 59 | 00360 | 0.00 | 7.63 | 0.00 | 7.26 | 0.00 | 6.57 | 17.95 |
| 30 | 00540 | 5.00 | 56.50 | 5.75 | 52.33 | 0.00 | 6.92 | 17.95 |
| 49 | 00540 | 6.05 | 20.75 | 6.30 | 21.50 | 6.78 | 19.50 | 17.95 |
| 11 | 00600 | 4.24 | 30.22 | 4.08 | 43.58 | 4.27 | 39.50 | 17.95 |
| 28 | 00600 | 4.50 | 10.92 | 5.83 | 9.54 | 5.33 | 8.81 | 17.95 |
| 30 | 00600 | 5.40 | 9.29 | 5.33 | 10.79 | 0.00 | 8.92 | 17.95 |
| 10 | 00660 | 0.00 | 9.04 | 0.00 | 15.14 | 0.00 | 11.90 | 17.95 |
| 10 | 00690 | 0.00 | 9.11 | 0.00 | 8.84 | 0.00 | 10.12 | 17.95 |
| 56 | 00690 | 5.50 | 10.61 | 5.75 | 9.64 | 7.25 | 11.18 | 17.95 |
| 10 | 00930 | 0.00 | 12.85 | 0.00 | 10.30 | 0.00 | 12.04 | 17.95 |
| 34 | 01200 | 0.00 | 10.57 | 0.00 | 9.15 | 0.00 | 8.58 | 17.95 |
| 17 | 01230 | 5.08 | 10.22 | 5.50 | 10.54 | 0.00 | 0.00 | 17.95 |
| 19 | 01290 | 0.00 | 28.89 | 0.00 | 35.29 | 0.00 | 24.80 | 17.95 |
| 50 | 01470 | 0.00 | 51.25 | 0.00 | 177.00 | 0.00 | 40.75 | 17.95 |
| 45 | 09660 | 5.06 | 12.81 | 4.82 | 16.24 | 5.13 | 13.67 | 17.95 |
| 19 | 01740 | 0.00 | 6.30 | 0.00 | 6.96 | 0.00 | 7.64 | 17.95 |
| 56 | 01740 | 0.00 | 6.87 | 0.00 | 9.22 | 0.00 | 34.63 | 17.95 |
| 22 | 01860 | 5.21 | 8.80 | 7.00 | 9.05 | 5.11 | 9.75 | 17.95 |
| 19 | 01980 | 5.00 | 15.52 | 5.58 | 18.75 | 5.87 | 60.67 | 17.95 |
| 48 | 02010 | 0.00 | 7.91 | 0.00 | 11.65 | 0.00 | 5.15 | 17.95 |
| 20 | 02250 | 5.69 | 13.23 | 5.20 | 18.13 | 4.67 | 19.67 | 17.95 |
| 43 | 02400 | 5.42 | 13.21 | 4.82 | 14.46 | 5.20 | 14.00 | 17.95 |
| 57 | 02460 | 5.00 | 0.00 | 4.80 | 0.00 | 4.75 | 0.00 | 17.95 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 43 | 02760 | 6.67 | 8.27 | 7.00 | 7.05 | 5.83 | 7.91 | 17.95 |
| 10 | 02790 | 2.83 | 14.70 | 3.88 | 14.36 | 3.20 | 14.17 | 17.95 |
| 16 | 02880 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10.63 | 17.95 |
| 43 | 02940 | 5.25 | 12.62 | 4.89 | 16.61 | 5.22 | 18.65 | 17.95 |
| 34 | 03060 | 4.67 | 6.61 | 5.83 | 8.23 | 4.67 | 6.33 | 17.95 |
| 27 | 03090 | 4.17 | 12.67 | 5.83 | 11.09 | 4.33 | 10.94 | 17.95 |
| 56 | 03150 | 4.92 | 10.10 | 5.75 | 9.58 | 0.00 | 11.67 | 17.95 |
| 48 | 03240 | 5.63 | 10.67 | 4.80 | 9.43 | 5.33 | 30.78 | 17.95 |
| 42 | 03270 | 0.00 | 5.11 | 0.00 | 5.00 | 0.00 | 5.50 | 17.95 |
| 52 | 03570 | 5.42 | 12.54 | 5.33 | 12.13 | 5.83 | 13.33 | 17.95 |
| 56 | 03660 | 5.44 | 7.31 | 5.24 | 6.76 | 5.00 | 7.93 | 17.95 |
| 20 | 03690 | 21.33 | 7.71 | 20.17 | 6.63 | 18.17 | 7.25 | 17.95 |
| 43 | 03900 | 4.60 | 9.89 | 5.22 | 10.78 | 5.71 | 10.94 | 17.95 |
| 24 | 03930 | 5.20 | 0.00 | 4.67 | 0.00 | 5.50 | 0.00 | 17.95 |
| 14 | 04110 | 0.00 | 28.33 | 0.00 | 21.17 | 0.00 | 11.17 | 17.95 |
| 56 | 04140 | 0.00 | 8.07 | 0.00 | 8.58 | 0.00 | 12.10 | 17.95 |
| 52 | 04380 | 6.50 | 13.26 | 5.50 | 11.85 | 6.67 | 12.94 | 17.95 |
| 43 | 04410 | 7.13 | 10.86 | 6.88 | 10.41 | 5.83 | 11.36 | 17.95 |
| 31 | 04500 | 0.00 | 0.00 | 8.89 | 0.00 | 0.00 | 5.40 | 17.95 |
| 27 | 04590 | 4.17 | 8.82 | 4.00 | 8.98 | 4.17 | 7.46 | 17.95 |
| 43 | 04740 | 0.00 | 9.00 | 0.00 | 9.74 | 0.00 | 7.94 | 17.95 |
| 34 | 04800 | 5.83 | 17.73 | 5.61 | 16.44 | 6.44 | 20.58 | 17.95 |
| 16 | 04860 | 4.67 | 5.90 | 4.55 | 6.18 | 4.25 | 6.83 | 17.95 |
| 27 | 04950 | 5.67 | 11.40 | 5.67 | 10.19 | 7.00 | 9.57 | 17.95 |
| 31 | 05280 | 0.00 | 19.50 | 0.00 | 27.00 | 0.00 | 14.50 | 17.95 |
| 48 | 06080 | 0.00 | 8.21 | 0.00 | 9.96 | 0.00 | 8.00 | 17.95 |
| 48 | 06240 | 0.00 | 8.96 | 0.00 | 7.88 | 0.00 | 10.81 | 17.95 |
| 42 | 06630 | 0.00 | 6.73 | 0.00 | 7.00 | 0.00 | 6.63 | 17.95 |
| 45 | 07110 | 5.60 | 10.00 | 6.25 | 8.93 | 4.75 | 9.86 | 17.95 |
| 24 | 07140 | 4.23 | 9.42 | 4.96 | 10.63 | 4.86 | 10.90 | 17.95 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 42 | 07290 | 0.00 | 9.10 | 0.00 | 8.61 | 0.00 | 10.08 | 17.95 |
| 42 | 07590 | 0.00 | 5.72 | 0.00 | 5.30 | 0.00 | 5.26 | 17.95 |
| 53 | 07590 | 4.81 | 9.82 | 4.93 | 10.20 | 5.50 | 13.50 | 17.95 |
| 31 | 07980 | 5.58 | 0.00 | 4.94 | 0.00 | 4.72 | 0.00 | 17.95 |
| 35 | 08670 | 5.33 | 0.00 | 4.80 | 0.00 | 0.00 | 0.00 | 17.95 |
| 57 | 08760 | 5.17 | 12.73 | 5.83 | 11.17 | 4.83 | 19.67 | 17.95 |
| 40 | 09240 | 0.00 | 7.50 | 0.00 | 6.64 | 0.00 | 9.96 | 17.95 |
| 48 | 09240 | 4.93 | 0.00 | 5.11 | 0.00 | 6.60 | 0.00 | 17.95 |
| 25 | 09480 | 6.33 | 9.20 | 4.40 | 9.66 | 5.25 | 8.39 | 17.95 |
| 33 | 09510 | 0.00 | 6.67 | 0.00 | 6.88 | 0.00 | 7.25 | 17.95 |
| 14 | 09690 | 4.89 | 17.00 | 3.61 | 19.25 | 5.92 | 15.77 | 17.95 |
| 57 | 10260 | 5.92 | 19.92 | 5.72 | 20.83 | 5.33 | 24.09 | 17.95 |
| 46 | 10290 | 0.00 | 7.00 | 0.00 | 6.62 | 0.00 | 7.00 | 17.95 |
| 53 | 10890 | 4.90 | 6.76 | 9.40 | 6.56 | 5.63 | 6.42 | 17.95 |
| 45 | 11280 | 5.61 | 5.21 | 5.06 | 5.51 | 4.94 | 5.25 | 17.95 |
| 33 | 11670 | 0.00 | 7.84 | 0.00 | 7.88 | 0.00 | 7.89 | 17.95 |
| 48 | 12080 | 5.17 | 5.57 | 6.00 | 6.72 | 5.40 | 5.83 | 17.95 |
| 24 | 12240 | 4.86 | 11.52 | 4.67 | 9.93 | 4.78 | 9.55 | 17.95 |
| 14 | 12330 | 12.17 | 9.58 | 0.00 | 7.42 | 0.00 | 14.17 | 17.95 |
| 24 | 12390 | 5.17 | 23.61 | 6.25 | 30.00 | 5.42 | 26.17 | 17.95 |
| 26 | 12870 | 4.88 | 7.36 | 4.94 | 7.17 | 5.50 | 7.03 | 17.95 |
| 45 | 13020 | 0.00 | 8.48 | 0.00 | 8.87 | 0.00 | 8.28 | 17.95 |
| 40 | 13200 | 5.25 | 12.44 | 5.68 | 11.06 | 5.11 | 11.13 | 17.95 |
| 45 | 13950 | 0.00 | 6.84 | 0.00 | 6.90 | 0.00 | 7.52 | 17.95 |
| 45 | 14010 | 5.17 | 19.25 | 5.67 | 17.60 | 5.67 | 22.33 | 17.95 |
| 48 | 14010 | 5.42 | 8.76 | 5.25 | 9.04 | 4.71 | 10.00 | 17.95 |
| 32 | 14280 | 4.75 | 0.00 | 4.82 | 0.00 | 4.92 | 0.00 | 17.95 |
| 14 | 14370 | 7.80 | 0.00 | 6.00 | 0.00 | 5.88 | 0.00 | 17.95 |
| 42 | 15420 | 0.00 | 5.36 | 0.00 | 4.74 | 0.00 | 0.00 | 17.95 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 14 | 15510 | 5.36 | 10.51 | 6.50 | 8.29 | 4.75 | 8.43 | 17.95 |
| 59 | 15750 | 5.17 | 12.25 | 5.33 | 13.88 | 5.17 | 11.78 | 17.95 |
| 14 | 16470 | 24.67 | 10.40 | 18.25 | 10.54 | 18.00 | 9.75 | 17.95 |
| 53 | 16710 | 0.00 | 10.25 | 0.00 | 10.37 | 0.00 | 10.07 | 17.95 |
| 53 | 16740 | 4.28 | 13.44 | 5.33 | 11.90 | 5.33 | 11.14 | 17.95 |
| 23 | 16800 | 3.17 | 16.00 | 3.17 | 9.67 | 3.33 | 13.30 | 17.95 |
| 45 | 17370 | 4.40 | 7.50 | 5.50 | 7.00 | 0.00 | 6.14 | 17.95 |
| 48 | 18660 | 0.00 | 32.17 | 0.00 | 25.20 | 0.00 | 73.33 | 17.95 |
| 32 | 18720 | 4.67 | 7.53 | 5.56 | 8.73 | 4.67 | 8.13 | 17.95 |
| 45 | 20010 | 0.00 | 7.39 | 0.00 | 7.09 | 0.00 | 6.76 | 17.95 |
| 32 | 20280 | 5.59 | 17.33 | 5.77 | 13.21 | 0.00 | 0.00 | 17.95 |
| 42 | 20370 | 0.00 | 11.30 | 0.00 | 8.97 | 0.00 | 9.42 | 17.95 |
| 42 | 21270 | 0.00 | 9.61 | 0.00 | 9.40 | 0.00 | 11.06 | 17.95 |
| 48 | 21810 | 0.00 | 6.98 | 0.00 | 6.82 | 0.00 | 7.33 | 17.95 |
| 48 | 22590 | 0.00 | 8.32 | 0.00 | 9.47 | 0.00 | 19.87 | 17.95 |
| 48 | 22620 | 0.00 | 39.67 | 0.00 | 47.67 | 0.00 | 4.83 | 17.95 |
| 48 | 22770 | 0.00 | 9.58 | 0.00 | 15.34 | 0.00 | 8.33 | 17.95 |
| 46 | 22800 | 5.00 | 8.91 | 5.20 | 8.77 | 5.30 | 9.28 | 17.95 |
| 45 | 23880 | 5.25 | 11.06 | 5.00 | 11.59 | 0.00 | 8.83 | 17.95 |
| 14 | 24030 | 6.06 | 0.00 | 4.89 | 0.00 | 4.94 | 0.00 | 17.95 |
| 32 | 24150 | 3.37 | 18.35 | 5.72 | 19.22 | 6.39 | 20.00 | 17.95 |
| 48 | 24480 | 0.00 | 15.72 | 0.00 | 16.03 | 0.00 | 14.50 | 17.95 |
| 35 | 26670 | 0.00 | 8.13 | 0.00 | 8.37 | 0.00 | 7.60 | 17.95 |
| 32 | 26970 | 5.74 | 0.00 | 0.00 | 0.00 | 0.00 | 14.30 | 17.95 |
| 42 | 27450 | 0.00 | 8.45 | 0.00 | 7.90 | 0.00 | 0.00 | 17.95 |
| 14 | 28230 | 0.00 | 6.73 | 0.00 | 5.42 | 0.00 | 6.90 | 17.95 |
| 23 | 31080 | 4.80 | 8.10 | 4.75 | 7.46 | 5.75 | 7.62 | 17.95 |
| 14 | 31410 | 0.00 | 10.71 | 0.00 | 12.27 | 0.00 | 9.24 | 17.95 |
| 42 | 31470 | 0.00 | 8.02 | 0.00 | 7.15 | 0.00 | 0.00 | 17.95 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 32 | 34560 | 4.43 | 10.61 | 14.25 | 10.57 | 5.50 | 10.80 | 17.95 |
| 33 | 40740 | 0.00 | 11.91 | 0.00 | 12.57 | 0.00 | 8.32 | 17.95 |
| 53 | 42030 | 6.38 | 33.00 | 5.11 | 58.50 | 5.13 | 27.75 | 17.95 |
| 53 | 42510 | 4.80 | 5.65 | 3.75 | 5.31 | 5.00 | 5.78 | 17.95 |
| 37 | 71580 | 5.11 | 11.08 | 6.30 | 11.30 | 4.83 | 17.00 | 17.95 |
| 19 | 00660 | 2.83 | 6.33 | 3.67 | 6.83 | 4.75 | 6.73 | 69.225 |
| 19 | 00750 | 5.79 | 21.47 | 5.37 | 19.35 | 5.67 | 17.53 | 69.225 |
| 27 | 00870 | 6.00 | 9.74 | 5.67 | 10.25 | 5.83 | 9.76 | 69.225 |
| 52 | 01350 | 5.17 | 0.00 | 4.80 | 0.00 | 6.25 | 0.00 | 69.225 |
| 40 | 01740 | 5.17 | 0.00 | 4.80 | 0.00 | 5.33 | 0.00 | 69.225 |
| 16 | 01980 | 0.00 | 2.17 | 3.83 | 5.35 | 2.35 | 0.00 | 69.225 |
| 24 | 02190 | 5.14 | 0.00 | 6.67 | 0.00 | 5.92 | 0.00 | 69.225 |
| 27 | 02220 | 4.58 | 7.48 | 4.42 | 10.25 | 0.00 | 4.81 | 69.225 |
| 42 | 02700 | 0.00 | 5.19 | 0.00 | 5.13 | 0.00 | 5.00 | 69.225 |
| 12 | 02910 | 4.20 | 0.00 | 4.67 | 0.00 | 4.89 | 0.00 | 69.225 |
| 37 | 03060 | 5.17 | 0.00 | 4.33 | 0.00 | 5.00 | 0.00 | 69.225 |
| 39 | 03270 | 5.00 | 0.00 | 4.67 | 0.00 | 5.09 | 0.00 | 69.225 |
| 46 | 03360 | 5.00 | 9.22 | 0.00 | 7.73 | 0.00 | 12.00 | 69.225 |
| 52 | 03390 | 5.67 | 0.00 | 4.70 | 0.00 | 5.88 | 0.00 | 69.225 |
| 10 | 03420 | 4.89 | 4.82 | 6.22 | 5.17 | 5.00 | 7.00 | 69.225 |
| 42 | 03480 | 0.00 | 8.00 | 0.00 | 11.50 | 0.00 | 8.29 | 69.225 |
| 36 | 03720 | 7.20 | 0.00 | 5.33 | 0.00 | 4.83 | 0.00 | 69.225 |
| 31 | 03960 | 0.00 | 9.79 | 0.00 | 11.75 | 0.00 | 0.00 | 69.225 |
| 13 | 03990 | 5.17 | 0.00 | 5.25 | 0.00 | 5.00 | 0.00 | 69.225 |
| 32 | 03990 | 0.00 | 9.50 | 6.33 | 0.00 | 5.67 | 0.00 | 69.225 |
| 13 | 04050 | 5.17 | 0.00 | 4.92 | 0.00 | 5.58 | 0.00 | 69.225 |
| 45 | 04620 | 4.82 | 0.00 | 4.75 | 0.00 | 0.00 | 5.17 | 69.225 |
| 20 | 04680 | 6.00 | 0.00 | 4.58 | 0.00 | 5.27 | 0.00 | 69.225 |
| 34 | 04680 | 5.12 | 10.09 | 5.21 | 12.04 | 7.24 | 13.83 | 69.225 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 27 | 04710 | 4.72 | 0.00 | 4.22 | 0.00 | 5.33 | 0.00 | 69.225 |
| 20 | 05100 | 5.33 | 0.00 | 5.42 | 8.50 | 4.50 | 8.11 | 69.225 |
| 42 | 05340 | 0.00 | 10.88 | 0.00 | 5.53 | 0.00 | 5.43 | 69.225 |
| 20 | 05760 | 5.20 | 0.00 | 4.94 | 0.00 | 5.61 | 0.00 | 69.225 |
| 35 | 05790 | 5.00 | 0.00 | 5.20 | 0.00 | 5.00 | 0.00 | 69.225 |
| 31 | 05820 | 0.00 | 5.67 | 0.00 | 6.88 | 6.92 | 0.00 | 69.225 |
| 40 | 05940 | 0.00 | 7.91 | 0.00 | 9.11 | 0.00 | 7.86 | 69.225 |
| 33 | 06180 | 4.33 | 0.00 | 4.00 | 0.00 | 5.00 | 0.00 | 69.225 |
| 24 | 06210 | 8.50 | 0.00 | 9.17 | 0.00 | 5.40 | 0.00 | 69.225 |
| 13 | 06360 | 4.17 | 0.00 | 4.60 | 0.00 | 4.75 | 0.00 | 69.225 |
| 26 | 06570 | 4.25 | 0.00 | 5.25 | 0.00 | 5.75 | 0.00 | 69.225 |
| 40 | 07200 | 4.88 | 0.00 | 6.00 | 0.00 | 5.38 | 0.00 | 69.225 |
| 26 | 07560 | 4.33 | 5.94 | 5.75 | 7.27 | 5.40 | 7.26 | 69.225 |
| 25 | 07980 | 5.50 | 7.75 | 5.00 | 8.13 | 0.00 | 5.07 | 69.225 |
| 55 | 08850 | 5.22 | 0.00 | 4.50 | 0.00 | 5.60 | 0.00 | 69.225 |
| 33 | 09480 | 0.00 | 8.77 | 0.00 | 9.42 | 0.00 | 8.15 | 69.225 |
| 45 | 09540 | 0.00 | 8.31 | 0.00 | 10.50 | 0.00 | 15.50 | 69.225 |
| 24 | 09570 | 5.50 | 0.00 | 6.67 | 0.00 | 6.67 | 0.00 | 69.225 |
| 40 | 09600 | 5.50 | 0.00 | 5.78 | 0.00 | 18.42 | 0.00 | 69.225 |
| 48 | 09660 | 0.00 | 5.75 | 0.00 | 5.58 | 0.00 | 5.09 | 69.225 |
| 23 | 09840 | 0.00 | 0.00 | 1.60 | 0.00 | 2.00 | 0.00 | 69.225 |
| 33 | 10050 | 6.25 | 0.00 | 4.00 | 0.00 | 4.00 | 0.00 | 69.225 |
| 46 | 10050 | 3.83 | 0.00 | 4.33 | 0.00 | 4.50 | 0.00 | 69.225 |
| 24 | 10170 | 5.61 | 0.00 | 6.33 | 0.00 | 5.33 | 0.00 | 69.225 |
| 46 | 10440 | 5.40 | 0.00 | 8.25 | 0.00 | 5.33 | 0.00 | 69.225 |
| 40 | 10680 | 6.00 | 0.00 | 0.00 | 5.13 | 7.00 | 0.00 | 69.225 |
| 13 | 10740 | 5.20 | 0.00 | 5.67 | 0.00 | 6.50 | 0.00 | 69.225 |
| 31 | 11070 | 6.08 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 69.225 |
| 42 | 11400 | 0.00 | 8.79 | 0.00 | 9.20 | 0.00 | 10.08 | 69.225 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 42 | 11490 | 0.00 | 4.88 | 0.00 | 4.83 | 0.00 | 5.00 | 69.225 |
| 13 | 11670 | 5.00 | 0.00 | 5.00 | 0.00 | 6.33 | 0.00 | 69.225 |
| 13 | 12000 | 4.88 | 0.00 | 5.33 | 0.00 | 5.00 | 0.00 | 69.225 |
| 57 | 12510 | 6.00 | 0.00 | 5.20 | 0.00 | 5.50 | 0.00 | 69.225 |
| 25 | 12750 | 5.00 | 0.00 | 4.88 | 0.00 | 4.71 | 0.00 | 69.225 |
| 45 | 12990 | 5.00 | 0.00 | 5.31 | 0.00 | 5.21 | 0.00 | 69.225 |
| 48 | 13080 | 0.00 | 8.08 | 0.00 | 10.44 | 0.00 | 9.44 | 69.225 |
| 23 | 13560 | 0.00 | 14.50 | 0.00 | 13.83 | 0.00 | 5.75 | 69.225 |
| 33 | 13950 | 8.00 | 0.00 | 3.50 | 0.00 | 4.33 | 0.00 | 69.225 |
| 14 | 14160 | 0.00 | 5.21 | 0.00 | 5.17 | 0.00 | 0.00 | 69.225 |
| | 14070 | 4.28 | 0.00 | 5.17 | 0.00 | 0.00 | 5.89 | 69.225 |
| 42 | 15870 | 0.00 | 5.56 | 0.00 | 4.68 | 0.00 | 5.55 | 69.225 |
| 53 | 16170 | 5.50 | 0.00 | 5.75 | 0.00 | 0.00 | 0.00 | 69.225 |
| 40 | 16980 | 0.00 | 13.86 | 0.00 | 12.93 | 0.00 | 0.00 | 69.225 |
| 44 | 17040 | 5.00 | 0.00 | 28.50 | 0.00 | 5.30 | 0.00 | 69.225 |
| 44 | 17460 | 5.60 | 0.00 | 5.20 | 0.00 | 5.25 | 0.00 | 69.225 |
| 48 | 17580 | 8.70 | 0.00 | 9.20 | 0.00 | 7.67 | 0.00 | 69.225 |
| 46 | 17850 | 5.62 | 0.00 | 4.65 | 0.00 | 5.17 | 0.00 | 69.225 |
| 32 | 18270 | 4.24 | 0.00 | 5.42 | 0.00 | 4.57 | 0.00 | 69.225 |
| 23 | 19020 | 0.00 | 17.90 | 0.00 | 23.00 | 26.60 | 11.72 | 69.225 |
| 35 | 19080 | 4.33 | 0.00 | 6.17 | 0.00 | 6.00 | 0.00 | 69.225 |
| 45 | 19320 | 4.60 | 8.89 | 4.50 | 7.36 | 4.40 | 7.83 | 69.225 |
| 44 | 19410 | 0.00 | 7.67 | 0.00 | 5.33 | 0.00 | 0.00 | 69.225 |
| 23 | 19650 | 0.00 | 9.82 | 0.00 | 11.56 | 0.00 | 13.25 | 69.225 |
| 14 | 19890 | 8.33 | 0.00 | 8.00 | 0.00 | 8.50 | 0.00 | 69.225 |
| 45 | 20700 | 0.00 | 62.00 | 5.52 | 4.67 | 5.92 | 0.00 | 69.225 |
| 26 | 20910 | 5.33 | 0.00 | 5.20 | 0.00 | 5.54 | 22.25 | 69.225 |
| 53 | 21060 | 4.63 | 4.95 | 5.16 | 5.86 | 0.00 | 6.45 | 69.225 |
| 53 | 21780 | 5.75 | 0.00 | 5.13 | 0.00 | 5.06 | 0.00 | 69.225 |

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

| State code | District code | Grade 2 | | Grade 4 | | Grade 6 | | Stratum weight |
|---|---|---|---|---|---|---|---|---|
| | | Certainty | Non-certainty | Certainty | Non-certainty | Certainty | Non-certainty | |
| 25 | 21840 | 5.20 | 26.00 | 4.88 | 26.00 | 127.00 | 0.00 | 69.225 |
| 53 | 22350 | 5.67 | 0.00 | 4.70 | 0.00 | 5.80 | 0.00 | 69.225 |
| 45 | 22530 | 10.50 | 10.00 | 5.48 | 0.00 | 5.12 | 0.00 | 69.225 |
| 14 | 22560 | 4.70 | 15.83 | 6.83 | 13.60 | 8.50 | 13.25 | 69.225 |
| 25 | 23220 | 4.50 | 0.00 | 4.75 | 0.00 | 5.00 | 0.00 | 69.225 |
| 23 | 23940 | 5.08 | 0.00 | 5.00 | 0.00 | 0.00 | 0.00 | 69.225 |
| 14 | 24420 | 7.67 | 0.00 | 8.17 | 0.00 | 7.60 | 0.00 | 69.225 |
| 42 | 24540 | 0.00 | 5.29 | 0.00 | 5.38 | 0.00 | 5.20 | 69.225 |
| 23 | 24720 | 5.00 | 0.00 | 5.50 | 0.00 | 5.40 | 0.00 | 69.225 |
| 53 | 24960 | 5.42 | 0.00 | 5.75 | 0.00 | 5.17 | 0.00 | 69.225 |
| 25 | 24990 | 6.75 | 0.00 | 5.00 | 0.00 | 5.00 | 0.00 | 69.225 |
| 46 | 25410 | 4.70 | 0.00 | 6.50 | 0.00 | 5.67 | 0.00 | 69.225 |
| 46 | 26550 | 4.38 | 0.00 | 4.38 | 0.00 | 5.83 | 0.00 | 69.225 |
| 53 | 26670 | 5.08 | 15.56 | 5.10 | 14.14 | 5.40 | 17.17 | 69.225 |
| 26 | 28260 | 9.50 | 0.00 | 4.25 | 0.00 | 5.00 | 0.00 | 69.225 |
| 42 | 28890 | 0.00 | 8.75 | 0.00 | 7.78 | 0.00 | 4.42 | 69.225 |
| 42 | 29970 | 0.00 | 11.39 | 0.00 | 12.20 | 0.00 | 15.58 | 69.225 |
| 33 | 30840 | 6.70 | 0.00 | 6.53 | 0.00 | 6.44 | 0.00 | 69.225 |
| 25 | 31620 | 4.50 | 0.00 | 5.00 | 0.00 | 5.40 | 0.00 | 69.225 |
| 32 | 32370 | 4.94 | 19.50 | 5.27 | 18.00 | 0.00 | 0.00 | 69.225 |
| 53 | 35760 | 0.00 | 0.00 | 5.58 | 0.00 | 6.00 | 0.00 | 69.225 |
| 14 | 37290 | 0.00 | 48.50 | 0.00 | 46.00 | 0.00 | 38.50 | 69.225 |
| 23 | 40200 | 0.00 | 10.00 | 0.00 | 20.00 | 0.00 | 7.50 | 69.225 |
| 23 | 40410 | 18.33 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 69.225 |
| 53 | 41250 | 5.29 | 0.00 | 5.47 | 0.00 | 5.27 | 0.00 | 69.225 |
| 53 | 41430 | 5.56 | 0.00 | 5.91 | 0.00 | 0.00 | 0.00 | 69.225 |
| 53 | 71060 | 0.00 | 0.00 | 0.00 | 0.00 | 181.00 | 0.00 | 69.225 |
| 37 | 76920 | 5.20 | 0.00 | 5.50 | 0.00 | 4.83 | 0.00 | 69.225 |
| 37 | 78000 | 5.33 | 18.00 | 6.75 | 13.00 | 4.40 | 11.00 | 69.225 |

Table A-14 Annex. List of State and district code numbers and names

| State code | State name | District code | District name |
|---|---|---|---|
| 10 | Alabama | 00390 | Birmingham City |
| | | 00540 | Calhoun County |
| | | 00660 | Chilton County |
| | | 00690 | Choctaw County |
| | | 00930 | Covington County |
| | | 01920 | Jefferson County |
| | | 02370 | Mobile City & County |
| | | 02430 | Montgomery County |
| | | 02790 | Pike County |
| | | 03420 | Tuscumbia County |
| 11 | Alaska | 00600 | North Star Borough |
| 12 | Arizona | 02910 | Florence Elementary |
| | | 07560 | Scottsdale Elementary |
| 13 | Arkansas | 03990 | Carthage |
| | | 04050 | Cave City |
| | | 06360 | Fouke |
| | | 10740 | Oak Grove |
| | | 11670 | Portland |
| | | 12000 | Rose Bud |
| 14 | California | 01920 | Alhambra City |
| | | 02310 | Alum Rock Union Elementary |
| | | 04110 | Bassett Unified |
| | | 09690 | Corcoran Unified |
| | | 11460 | Downey Unified |
| | | 12330 | Elk Grove Unified |
| | | 14160 | Fortuna Union Elementary |
| | | 14370 | Franklin-McKinley Elementary |
| | | 14550 | Fresno City Unified |
| | | 14880 | Garden Grove Unified |
| | | 15510 | Goletta Union Elementary |
| | | 16470 | Hanford Elementary |
| | | 17820 | Hudson Elementary |
| | | 17850 | Hueneme Elementary |
| | | 19890 | Kit Carson Union Elementary |
| | | 22500 | Long Beach Unified |
| | | 22560 | Loomis Union Elementary |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 14 | California | 22590 | Los Alamitos Elementary |
| | | 22710 | Los Angeles Unified |
| | | 24030 | Martinez Unified |
| | | 24420 | Mecca Elementary |
| | | 25320 | Monrovia Unified |
| | | 25470 | Montebello Unified |
| | | 26370 | Mt. Diablo Unified |
| | | 28050 | Oakland City |
| | | 28230 | Oceanside Union Elementary |
| | | 29730 | Panama Union Elementary |
| | | 31050 | Pleasant View Elementary |
| | | 31410 | Porterville City Elementary |
| | | 32550 | Richmond Unified |
| | | 32790 | Rio Linda Union Elementary |
| | | 33840 | Sacramento City |
| | | 34320 | San Diego City Unified |
| | | 34410 | San Francisco |
| | | 34620 | San Juan Unified |
| | | 34680 | San Leandro Unified |
| | | 34710 | San Lorenzo Unified |
| | | 36840 | Simi Valley Unified |
| | | 37290 | Soguel Union Elementary |
| | | 38460 | Sunnyvale Elementary |
| 15 | Colorado | 03060 | Colorado Springs |
| | | 03360 | Denver County |
| | | 04560 | Hayton |
| | | 04800 | Jefferson County |
| | | 06120 | Pueblo City |
| 16 | Connecticut | 00450 | Bridgeport |
| | | 01530 | Fairfield |
| | | 01980 | Harwinton |
| | | 02880 | Newington |
| | | 03090 | Norwalk |
| | | 04860 | Waterford |
| | | 04920 | West Hartford |
| 17 | Delaware | 01230 | New Castle |
| 18 | District of Columbia | 00030 | District of Columbia |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 19 | Florida | 00150 | Brevard County |
| | | 00180 | Broward County |
| | | 00390 | Dade County |
| | | 00480 | Duval County |
| | | 00510 | Escambia County |
| | | 00660 | Glades County |
| | | 00750 | Hardee County |
| | | 00870 | Hillsborough County |
| | | 01260 | Marion County |
| | | 01290 | Martin County |
| | | 01440 | Orange County |
| | | 01500 | Palm Beach County |
| | | 01560 | Pinellas County |
| | | 01590 | Polk County |
| | | 01710 | Seminole County |
| | | 01740 | St. Johns County |
| | | 01770 | St. Lucie County |
| | | 01980 | Walton County |
| 20 | Georgia | 00120 | Atlanta City |
| | | 01020 | Chatham County |
| | | 01740 | DeKalb County |
| | | 02250 | Franklin County |
| | | 02550 | Gwinnett County |
| | | 02880 | Houston County |
| | | 03690 | Mitchell County |
| | | 03870 | Muscogee County |
| | | 04680 | Taliaferro County |
| | | 05100 | Treutlen County |
| | | 05760 | Wilkes County |
| 21 | Hawaii | 00030 | Windward Oahu |
| 22 | Idaho | 00360 | Boise |
| | | 01680 | Kendrick |
| | | 01860 | Lewiston |
| | | 02640 | Pocatello |
| 23 | Illinois | 03240 | Albany |
| | | 03600 | Alton |
| | | 04710 | Aurora (West) |
| | | 09840 | Chester East Lincoln |
| | | 09930 | Chicago City |
| | | 13560 | Effingham |

**Table A-14 Annex. List of State and district code numbers and names--Continued**

| State code | State name | District code | District name |
|---|---|---|---|
| 23 | Illinois | 13710 | Elgin |
| | | 14460 | Evanston |
| | | 14850 | Farmer City |
| | | 16080 | Galesburg |
| | | 16800 | Glenbard |
| | | 19020 | Highland Park |
| | | 19650 | *Hoopeston Comm.* |
| | | 23940 | Macon |
| | | 24720 | Markham |
| | | 26400 | Moline |
| | | 31080 | Pekin |
| | | 35310 | Sandoval |
| | | 38010 | Stonington |
| | | 40200 | Venice |
| | | 40410 | Virginia |
| 24 | Indiana | 02190 | Clinton-Hanna Noble CSC |
| | | 02880 | East Chicago City |
| | | 03630 | Ft. Wayne Comm. |
| | | 03870 | Gary CSC |
| | | 03930 | Goshen Comm. |
| | | 04320 | Hammond City |
| | | 04770 | Indianapolis City |
| | | 06210 | Madison Township |
| | | 06390 | Marion Comm. Schools |
| | | 07140 | Mooresville CSC |
| | | 07320 | Muncie CSC |
| | | 08820 | JMS Perry Township |
| | | 09570 | Ripley Township |
| | | 10170 | Shoals CSC |
| | | 12240 | Wa-Nee Comm. School |
| | | 12390 | Warrick County CSC |
| 25 | Iowa | 07980 | Columbus Comm. |
| | | 08580 | Davenport Comm. |
| | | 08970 | Des Moines Ind. Comm. |
| | | 09480 | Dubuque Comm. |
| | | 12750 | Glidden-Ralston |
| | | 21840 | Osage Comm. |
| | | 23220 | Pomeroy Comm. |
| | | 24990 | Russell Comm. |
| | | 26400 | Sioux City Ind. |
| | | 31620 | Whiting Comm. |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 26 | Kansas | 06570 | Bennington |
| | | 07560 | Bonner Springs Unified |
| | | 12870 | Derby |
| | | 20910 | Hill City |
| | | 28260 | Melvern |
| | | 46770 | Wichita City |
| 27 | Kentucky | 00870 | Calloway County |
| | | 02220 | Glasgow City |
| | | 02970 | Jefferson County |
| | | 03090 | Kenton County |
| | | 03600 | Louisville City |
| | | 04590 | Owensboro City |
| | | 04710 | Paris City |
| | | 04950 | Pulaski County |
| 28 | Louisiana | 00360 | Caddo Parish |
| | | 00330 | Calcasieu Parish |
| | | 00540 | East Baton Rouge Parish |
| | | 00600 | East Feliciana Parish |
| | | 00840 | Jefferson Parish |
| | | 01170 | Orleans Parish |
| | | 01410 | St. Bernard Parish |
| | | 01890 | Webster Parish |
| 29 | Maine | 09930 | Portland |
| | | 13350 | Waterville |
| 30 | Maryland | 00060 | Anne Arundel County |
| | | 00090 | Baltimore City |
| | | 00120 | Baltimore County |
| | | 00480 | Montgomery County |
| | | 00510 | Prince Georges County |
| | | 00540 | Queen Annes County |
| | | 00600 | St. Mary's County |
| | | 00660 | Washington County |
| 31 | Massachusetts | 02790 | Boston |
| | | 03090 | Brockton |
| | | 03960 | Dalton |
| | | 04500 | East Longmeadow |
| | | 05280 | Gloucester |
| | | 05820 | Hanson |
| | | 07980 | Milton |
| | | 09630 | Pittsfield |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 31 | Massachusetts | 09870 | Quincy |
| | | 10500 | Saugus |
| | | 10890 | Somerville |
| | | 11070 | Southwick |
| | | 13230 | Worcester |
| 32 | Michigan | 03990 | Baraga Twp. |
| | | 04260 | Bay City |
| | | 12000 | Detroit City |
| | | 14070 | Farmington |
| | | 14280 | Ferndale City |
| | | 14520 | Flint |
| | | 18270 | Hesperia Comm. |
| | | 18720 | Howell |
| | | 20280 | Kenowa Hills |
| | | 24150 | Monroe City |
| | | 24840 | Muskegon City |
| | | 26970 | Oscoda Area |
| | | 29460 | Redford Union |
| | | 32370 | Sparta Area |
| | | 34560 | Van Buren |
| | | 35580 | Wayne Comm. |
| 33 | Minnesota | 03180 | Anoka |
| | | 06120 | Brandon |
| | | 09480 | Coleraine |
| | | 09510 | Columbia Hts. |
| | | 10050 | Dassel |
| | | 11670 | Excelsior |
| | | 13950 | Heron Lake |
| | | 21240 | Minneapolis Special |
| | | 30840 | Redwood Falls |
| | | 33840 | St. Paul Special |
| | | 40740 | Two Harbors |
| 34 | Mississippi | 00630 | Biloxi Mun. Sep. |
| | | 01200 | Columbus Mun. Sep. |
| | | 02910 | Meridian Mun. Sep. |
| | | 03060 | Neshoba County |
| | | 04680 | Western Line Cons. |
| | | 04800 | Yazoo County |
| 35 | Missouri | 05190 | Brashear R-2 |
| | | 08670 | Charleston R-1 |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 35 | Missouri | 16410 | Kansas City #33 |
| | | 19080 | Linn R-2 |
| | | 26070 | Raytown C-2 |
| | | 26670 | Riverview Gardens |
| | | 29280 | St. Louis City |
| 36 | Montana | 03720 | Big Sandy Elementary |
| 37 | Nebraska | 03060 | Ansley |
| | | 71580 | Hastings |
| | | 74820 | Omaha |
| | | 76920 | Spencer |
| | | 78000 | Valentine |
| 38 | Nevada | 00060 | Clark County |
| 39 | New Hampshire | 03270 | Gorham |
| 40 | New Jersey | 01740 | Beverly City |
| | | 03300 | Clifton |
| | | 05940 | Glen Ridge |
| | | 06540 | Hamilton Township |
| | | 07200 | Highlands |
| | | 07830 | Jersey City |
| | | 09240 | Madison Borough |
| | | 09600 | Mantua Township |
| | | 10680 | Moonachie |
| | | 11340 | Newark |
| | | 12690 | Paterson |
| | | 12810 | Pemberton Township |
| | | 13200 | Pleasantville |
| | | 16980 | Warren Township |
| | | 17280 | Wayne |
| 41 | New Mexico | 00060 | Albuquerque |
| | | 01500 | Las Cruces |
| | | 02250 | Roswell |
| 42 | New York | 02700 | Alfred-Almond |
| | | 03270 | Arlington |
| | | 03480 | Auburn |
| | | 05340 | Briarcliff Manor |
| | | 05850 | Carthage |
| | | 07290 | Chenango Valley |
| | | 07590 | Clarence |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 42 | New York | 11400 | Frankfort |
| | | 11490 | Franklinville |
| | | 14130 | Hempstead |
| | | 15420 | Iroquois |
| | | 15870 | Johnsburg |
| | | 19110 | Merrick |
| | | 20100 | Mt. Vernon |
| | | 20370 | New Hartford |
| | | 20490 | New Rochelle |
| | | 20580 | New York City |
| | | 21270 | Northport |
| | | 24540 | Richburg |
| | | 24750 | Rochester |
| | | 24990 | Roosevelt |
| | | 27300 | South Huntington |
| | | 27450 | South Orangetown |
| | | 28560 | Syosset |
| | | 28890 | Trivalley |
| | | 31470 | Williamsville |
| | | 31710 | Woodmere |
| | | 31950 | York |
| 43 | North Carolina | 00030 | Alamance County |
| | | 00180 | Anson County |
| | | 00120 | Duplin County |
| | | 01230 | Durham City |
| | | 01260 | Fayetteville City |
| | | 01500 | Forsyth County |
| | | 01620 | Gaston County |
| | | 01860 | Greensboro City |
| | | 02400 | Jones County |
| | | 02760 | Macon County |
| | | 02940 | McDowell County |
| | | 02970 | Mecklenburg County |
| | | 03450 | Onslow County |
| | | 03780 | Randolph County |
| | | 03900 | Roanoke Rapids City |
| | | 04410 | Surry County |
| | | 04620 | Union County |
| | | 04740 | Warren County |
| 44 | North Dakota | 13020 | Minot |
| | | 14460 | Oakes |
| | | 17040 | South Bend |
| | | 17460 | St. John |
| | | 19410 | West Fargo |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 45 | Ohio | 02790 | Akron |
| | | 03000 | Benton-Carroll-Salem Harbor |
| | | 04620 | Bluffton |
| | | 06270 | Cincinnati |
| | | 06570 | Cleveland |
| | | 06900 | Columbus |
| | | 07110 | Coshocton |
| | | 07590 | Dayton |
| | | 08580 | Fairborn |
| | | 09540 | Frontier |
| | | 09660 | Geneva |
| | | 11280 | Jackson |
| | | 12990 | Lockland |
| | | 13020 | Logan |
| | | 13740 | Mansfield |
| | | 13950 | Marion |
| | | 14010 | Marlington |
| | | 14670 | Middletown |
| | | 17370 | Painesville |
| | | 20010 | South Euclid-Lyndhurst |
| | | 20700 | St. Clairsville-Richland |
| | | 21510 | Toledo |
| | | 22530 | Warren #240 |
| | | 23880 | Wilmington |
| 46 | Oklahoma | 03360 | Atoka City |
| | | 10050 | Dover |
| | | 10290 | Duncan |
| | | 10440 | Engletown |
| | | 17250 | Lawton |
| | | 17850 | Lindsay |
| | | 20970 | Muskogee |
| | | 22770 | Oklahoma City |
| | | 22800 | Okmulgee |
| | | 25410 | Quinton |
| | | 26550 | Rush Springs |
| | | 30240 | Tulsa |
| | | 33300 | Wynnewood |
| 47 | Oregon | 10050 | Portland |

Table A-14 Annex. List of State and district code numbers and name:--
Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 48 | Pennsylvania | 02010 | Abington Heights |
| | | 02190 | Allegheny Valley |
| | | 03240 | Bellefonte Area |
| | | 06030 | Clairton City |
| | | 06240 | Coatsville Area |
| | | 08850 | Easton Area Joint |
| | | 09240 | Ellwood City Area |
| | | 09300 | Erie City |
| | | 09660 | Fannett Metal Union |
| | | 10950 | Greater Johnstown Joint |
| | | 11610 | Hatboro-Horsham Joint |
| | | 11670 | Haverford Township |
| | | 12030 | Hopewell Independence Raccoon |
| | | 13080 | Lakeview |
| | | 14010 | Lock Haven Joint |
| | | 16410 | Neshaminy Joint |
| | | 17580 | Northern Bedford County Joint |
| | | 18660 | Penn Trafford |
| | | 18840 | Pennsburg Joint |
| | | 18990 | Philadelphia City |
| | | 19170 | Pittsburgh |
| | | 21810 | Solanco Area |
| | | 22590 | Spring Grove Merged |
| | | 22620 | Springfield Twp. |
| | | 22770 | State College Area |
| | | 24480 | Upper Merion Twp. |
| | | 26310 | Wilkes-Barre City |
| 49 | Rhode Island | 00240 | Cranston |
| | | 00540 | Johnston |
| | | 01110 | Warwick |
| 50 | South Carolina | 01470 | Charleston County #9 |
| | | 02310 | Greenville County |
| | | 02340 | Greenville County #50 |
| | | 03360 | Richland County #1 |
| | | 03720 | Sumter County #2 |
| | | 03870 | York County #3 |
| 51 | South Dakota | 41640 | Leola |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 52 | Tennessee | 01350 | Gadsden Special |
| | | 02250 | Knoxville City |
| | | 02940 | Memphis City |
| | | 03180 | Nashville City |
| | | 03390 | Perry County |
| | | 03570 | Roane County |
| | | 04380 | Washington County |
| 53 | Texas | 07440 | Abilene ISD |
| | | 07590 | Alamo Heights ISD |
| | | 10890 | Borger ISD |
| | | 14970 | Connally ISD |
| | | 15270 | Corpus Christi ISD |
| | | 16170 | Daingerfield ISD |
| | | 16230 | Dallas ISD |
| | | 16710 | Denison ISD |
| | | 16740 | Denton ISD |
| | | 18300 | El Paso ISD |
| | | 19680 | Forth Worth ISD |
| | | 21060 | Gonzales ISD |
| | | 21780 | Gregory-Portland ISD |
| | | 22350 | Happy ISD |
| | | 22470 | Harlandale ISD |
| | | 23640 | Houston ISD |
| | | 24960 | Jourdanton ISD |
| | | 26670 | Lancaster ISD |
| | | 33120 | Northside ISD |
| | | 35760 | Premont ISD |
| | | 38730 | San Antonio ISD |
| | | 41250 | Springlake-Earth ISD |
| | | 41430 | Stanton ISD |
| | | 42030 | Sweetwater ISD |
| | | 42510 | Texas City ISD |
| | | 44130 | Victoria ISD |
| | | 44280 | Waco ISD |
| 54 | Utah | 00360 | Granite |
| | | 00630 | Nebo |
| | | 01200 | Weber County |
| 55 | Vermont | 08850 | West Rutland Town |

Table A-14 Annex. List of State and district code numbers and names--Continued

| State code | State name | District code | District name |
|---|---|---|---|
| 56 | Virginia | 00690 | Carroll County |
| | | 01260 | Fairfax County |
| | | 01740 | Greenville County |
| | | 02340 | Lynchburg City |
| | | 02550 | Nansemond County |
| | | 02640 | Newport News City |
| | | 02670 | Norfolk City |
| | | 03150 | Pulaski County |
| | | 03240 | Richmond City |
| | | 03660 | Stafford County |
| | | 03810 | Tazwell County |
| | | 03900 | Washington County |
| | | 04140 | York County |
| 57 | Washington | 02460 | Central Kitsap |
| | | 03870 | Edmonds |
| | | 08760 | Port Angeles |
| | | 09780 | Seattle |
| | | 10260 | South Kitsap |
| | | 10380 | Spokane |
| | | 11640 | Waitsburg |
| | | 12570 | Zillah |
| 58 | West Virginia | 00300 | Fayette County |
| | | 00600 | Kanawha County |
| | | 01230 | Raleigh County |
| 59 | Wisconsin | 00360 | Antigo |
| | | 00390 | Appleton |
| | | 07020 | Jamesville |
| | | 09600 | Milwaukee |
| | | 15750 | Watertown |
| 60 | Wyoming | 01980 | Cheyenne |

Table A-15. Number of school districts sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 465 | 434 | 93.3 |
| Alabama | 10 | 10 | 100.0 |
| Alaska | 1 | 1 | 100.0 |
| Arizona | 2 | 2 | 100.0 |
| Arkansas | 6 | 6 | 100.0 |
| California | 40 | 35 | 87.5 |
| Colorado | 5 | 4 | 80.0 |
| Connecticut | 7 | 6 | 85.7 |
| Delaware | 1 | 1 | 100.0 |
| District of Columbia | 1 | 1 | 100.0 |
| Florida | 18 | 18 | 100.0 |
| Georgia | 11 | 11 | 100.0 |
| Hawaii | 1 | 0 | 0.0 |
| Idaho | 4 | 3 | 75.0 |
| Illinois | 21 | 17 | 85.7 |
| Indiana | 17 | 17 | 100.0 |
| Iowa | 10 | 10 | 100.0 |
| Kansas | 6 | 6 | 100.0 |
| Kentucky | 8 | 8 | 100.0 |
| Louisiana | 8 | 8 | 100.0 |
| Maine | 2 | 1 | 50.0 1/ |
| Maryland | 8 | 8 | 100.0 |
| Massachusetts | 13 | 12 | 92.3 |
| Michigan | 16 | 14 | 93.8 |
| Minnesota | 11 | 11 | 100.0 |
| Mississippi | 6 | 6 | 100.0 |
| Missouri | 7 | 7 | 100.0 |
| Montana | 1 | 1 | 100.0 |
| Nebraska | 5 | 5 | 100.0 |
| Nevada | 1 | 1 | 100.0 |
| New Hampshire | 1 | 1 | 100.0 |
| New Jersey | 15 | 14 | 93.3 |
| New Mexico | 3 | 3 | 100.0 |
| New York | 30 | 24 | 83.3 |
| North Carolina | 19 | 19 | 100.0 |
| North Dakota | 5 | 4 | 80.0 |
| Ohio | 25 | 24 | 96.0 |
| Oklahoma | 13 | 13 | 100.0 |
| Oregon | 1 | 1 | 100.0 |
| Pennsylvania | 27 | 24 | 88.9 |
| Rhode Island | 3 | 3 | 100.0 |
| South Carolina | 6 | 6 | 100.0 |
| South Dakota | 1 | 0 | 50.0 |

Table A-15. Number of school districts sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 7 | 7 | 100.0 |
| Texas | 27 | 27 | 100.0 |
| Utah | 3 | 3 | 100.0 |
| Vermont | 1 | 1 | 100.0 |
| Virginia | 14 | 14 | 100.0 |
| Washington | 8 | 7 | 87.5 |
| West Virginia | 3 | 3 | 100.0 |
| Wisconsin | 5 | 5 | 100.0 |
| Wyoming | 1 | 1 | 100.0 |

1/ One high school district in Maine was erroneously sampled. The valid district response rate for Maine was therefore 100 percent.

Table A-16. Number of schools sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 3,822 | 3,359 | 87.9 |
| Alabama | 172 | 153 | 90.0 |
| Alaska | 5 | 2 | 40.0 |
| Arizona | 3 | 3 | 100.0 |
| Arkansas | 6 | 6 | 100.0 |
| California 1/ | 229 | 146 | 63.8 |
| Colorado 1/ | 55 | 53 | 96.4 |
| Connecticut | 40 | 39 | 97.5 |
| Delaware | 2 | 2 | 100.0 |
| District of Columbia | 40 | 1 | 2.5 |
| Florida | 314 | 289 | 92.0 |
| Georgia | 102 | 93 | 91.2 |
| Hawaii | 6 | 0 | 0.0 |
| Idaho | 22 | 21 | 95.5 |
| Illinois | 195 | 182 | 93.3 |
| Indiana 1/ | 96 | 93 | 96.9 |
| Iowa | 39 | 39 | 100.0 |
| Kansas | 29 | 28 | 96.6 |
| Kentucky | 56 | 54 | 96.4 |
| Louisiana | 129 | 120 | 93.0 |
| Maine | 11 | 11 | 100.0 |
| Maryland | 121 | 97 | 80.2 |
| Massachusetts | 85 | 74 | 87.1 |
| Michigan | 149 | 129 | 86.6 |
| Minnesota | 73 | 60 | 82.2 |
| Mississippi | 20 | 19 | 95.0 |
| Missouri | 64 | 64 | 100.0 |
| Montana | 1 | 1 | 100.0 |
| Nebraska | 18 | 18 | 100.0 |
| Nevada | 8 | 8 | 100.0 |
| New Hampshire | 1 | 1 | 100.0 |
| New Jersey 1/ | 77 | 77 | 100.0 |
| New Mexico | 37 | 34 | 91.9 |
| New York | 227 | 193 | 85.0 |
| North Carolina | 152 | 143 | 94.1 |
| North Dakota | 11 | 7 | 63.6 |
| Ohio | 216 | 195 | 90.3 |
| Oklahoma | 89 | 86 | 96.6 |
| Oregon | 16 | 16 | 100.0 |
| Pennsylvania | 241 | 187 | 77.6 |
| Rhode Island | 11 | 11 | 100.0 |
| South Carolina | 57 | 53 | 93.0 |
| South Dakota | 1 | 0 | 0.0 |

Table A-16. Number of schools sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 86 | 81 | 94.2 |
| Texas | 169 | 155 | 91.7 |
| Utah | 32 | 27 | 84.4 |
| Vermont | 1 | 1 | 100.0 |
| Virginia | 131 | 120 | 91.6 |
| Washington | 44 | 43 | 97.7 |
| West Virginia | 98 | 89 | 90.8 |
| Wisconsin | 33 | 33 | 100.0 |
| Wyoming | 2 | 2 | 100.0 |

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. The number of schools not in the original sample from which data were received is as follows: California, 5; Colorado, 2; Indiana, 2; New Jersey, 1; total, 10 schools. Sample size and response totals reported above include these schools.

Table A-17. Number of teachers sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Total | 32,742 | 27,117 | 82.8 |
| Alabama | 1,197 | 1,110 | 92.7 |
| Alaska | 39 | 14 | 35.9 |
| Arizona | 32 | 32 | 100.0 |
| Arkansas | 27 | 27 | 100.0 |
| California | 1,942 | 963 | 49.6 |
| Colorado 1/ | 376 | 352 | 93.6 |
| Connecticut 1/ | 312 | 295 | 94.6 |
| Delaware | 18 | 16 | 88.9 |
| District of Columbia | 422 | 3 | .7 |
| Florida | 2,952 | 2,607 | 88.3 |
| Georgia | 853 | 754 | 88.4 |
| Hawaii | 45 | 0 | 0.0 |
| Idaho 1/ | 188 | 185 | 98.4 |
| Illinois | 2,104 | 1,894 | 90.0 |
| Indiana 1/ | 825 | 766 | 92.8 |
| Iowa 1/ | 233 | 220 | 94.4 |
| Kansas | 187 | 165 | 88.2 |
| Kentucky | 451 | 430 | 95.3 |
| Louisiana | 1,147 | 1,023 | 89.2 |
| Maine | 58 | 58 | 100.0 |
| Maryland | 918 | 675 | 73.5 |
| Massachusetts | 488 | 429 | 87.9 |
| Michigan | 1,414 | 1,162 | 82.2 |
| Minnesota | 559 | 475 | 86.8 |
| Mississippi | 156 | 140 | 89.7 |
| Missouri 1/ | 658 | 497 | 75.5 |
| Montana | 4 | 4 | 100.0 |
| Nebraska 1/ | 135 | 134 | 99.3 |
| Nevada | 73 | 69 | 94.5 |
| New Hampshire | 6 | 6 | 100.0 |
| New Jersey 1/ | 781 | 745 | 95.4 |
| New Mexico | 289 | 247 | 85.5 |
| New York | 2,450 | 2,081 | 84.9 |
| North Carolina | 1,117 | 1,049 | 93.9 |
| North Dakota | 57 | 39 | 68.4 |
| Ohio | 1,953 | 1,611 | 82.5 |
| Oklahoma | 687 | 506 | 73.7 |
| Oregon | 123 | 123 | 100.0 |
| Pennsylvania | 2,031 | 1,448 | 71.3 |
| Rhode Island 1/ | 75 | 75 | 100.0 |
| South Carolina | 382 | 357 | 93.5 |
| South Dakota | 6 | -- | 0.0 |

Table A-17. Number of teachers sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68--Continued

| State | Number in sample | Number responding | Percent response |
|---|---|---|---|
| Tennessee | 842 | 764 | 90.7 |
| Texas | 1,697 | 1,446 | 85.2 |
| Utah | 240 | 222 | 92.5 |
| Vermont | 5 | 5 | 100.0 |
| Virginia | 966 | 904 | 93.6 |
| Washington | 352 | 338 | 96.0 |
| West Virginia | 507 | 426 | 84.0 |
| Wisconsin | 349 | 212 | 60.7 |
| Wyoming | 14 | 14 | 100.0 |

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. Consequently the number of teachers not in the original sample from which data were received is as follows: Colorado, 11; Connecticut, 2; Idaho, 9; Indiana, 12; Iowa, 6; Missouri, 2; Nebraska, 1; New Jersey, 16; Rhode Island, 2; total, 61 teachers. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 1. What is your best estimate of the yearly income of this pupil's family? (Pupil questionnaire) | | | |
| a. Under $3,000 | 27,148 | -- | -- |
| b. $3,000 - $5,999 | 55,373 | -- | -- |
| c. $6,000 - $9,000 | 34,566 | -- | -- |
| d. Over $9,000 | 9,360 | -- | -- |
| Total item response | 126,447 | 130,002 | 97.3 |
| No response | 3,555 | -- | -- |
| 2. Does this pupil belong to any of these minority groups? (Pupil questionnaire) | | | |
| a. Yes, American Indian | 481 | -- | -- |
| b. Yes, Negro | 55,348 | -- | -- |
| c. Yes, Oriental | 585 | -- | -- |
| Yes, Spanish-surnamed American of | | | |
| d. Cuban descent | 556 | -- | -- |
| e. Mexican descent | 6,797 | -- | -- |
| f. Puerto Rican descent | 3,735 | -- | -- |
| g. No | 57,574 | -- | -- |
| Total item response | 125,076 | 130,002 | 96.2 |
| No response | 4,926 | -- | -- |
| 3. Considering his ability, how far do you think this pupil could go in school? (Pupil questionnaire) | | | |
| a. 8th grade or less | 8,336 | -- | -- |
| b. 9th or 10th grade | 9,958 | -- | -- |
| c. 11th or 12th grade but not high school graduation | 11,554 | -- | -- |
| d. Graduate from high school | 49,079 | -- | -- |
| e. Enter college | 50,355 | -- | -- |
| Total item response | 129,282 | 130,002 | 99.4 |
| No response | 720 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 4. Has this pupil participated in academic compensatory programs (1 or more) during the academic year? (Pupil questionnaire) | | | |
| a. Yes | 51,588 | -- | -- |
| b. No | 65,619 | -- | -- |
| Total item response | 117,207 | 130,002 | 90.2 |
| No response | 12,795 | | |
| 5. Which of the following best describes the location of this school? (Pupil questionnaire) | | | |
| a. Large city (over 500,000) | 844 | -- | -- |
| b. Suburbs of large city | 231 | -- | -- |
| c. Rural area near a large city | 81 | -- | -- |
| d. Middle-sized city (40,000-500,000) | 927 | -- | -- |
| e. Suburb of a middle-sized city | 186 | -- | -- |
| f. Rural area near a middle-sized city | 167 | -- | -- |
| g. Small city or town (less than 40,000) | 478 | -- | -- |
| h. Rural area not near a large or middle-sized city | 346 | -- | -- |
| Total item response | 3,260 | 3,278 | 99.5 |
| No response | 18 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education-- Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 6. What proportion of the pupils attending this school belong to the following groups? (Estimate) (Principal questionnaire) | | | |
| Children of disadvantaged- on welfare or unemployed | | | |
| a. None | 73 | -- | -- |
| b. 1-25% | 1,764 | -- | -- |
| c. 26-50% | 755 | -- | -- |
| d. 51-75% | 410 | -- | -- |
| e. 76-100% | 166 | -- | -- |
| Total item response | 3,168 | 3,278 | 96.6 |
| No response | 110 | -- | -- |
| 7. How many days has this pupil been absent since the first day of this school year? (Pupil questionnaire) | | | |
| a. Less than 5 days | 49,080 | -- | -- |
| b. 5 to 10 days | 35,873 | -- | -- |
| c. 11 to 20 days | 24,739 | -- | -- |
| d. 21 to 30 days | 8,760 | -- | -- |
| e. 31 to 40 days | 3,429 | -- | -- |
| f. More than 40 days | 3,106 | -- | -- |
| Total item response | 124,987 | 130,002 | 96.1 |
| No response | 5,015 | -- | -- |
| 8. Is this pupil's father unemployed? (Pupil questionnaire) | | | |
| a. Father is deceased/no father in home | 23,897 | -- | -- |
| b. Yes, part-time, seasonal, or day work | 8,182 | -- | -- |
| c. Yes, full-time steady work | 88,685 | -- | -- |
| d. No | 5,805 | -- | -- |
| Total item response | 126,569 | 130,002 | 97.4 |
| No response | 3,837 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 9. Is this pupil's mother employed? (Pupil questionnaire) | | | |
| a. Mother is deceased/no mother in home | 2,921 | -- | -- |
| b. Yes, part-time, seasonal, or day work | 19,118 | -- | -- |
| c. Yes, full-time steady work | 23,909 | -- | -- |
| d. No | 70,217 | -- | -- |
| Total item response | 126,165 | 130,002 | 97.0 |
| No response | 3,837 | -- | -- |
| 10. What is your best estimate of the education level of this pupil's father? (Pupil questionnaire) | | | |
| a. Little or no education | 7,908 | -- | -- |
| b. Probably less than 8th grade | 21,300 | -- | -- |
| c. Probably completed 8th grade | 17,321 | -- | -- |
| d. Probably some high school | 30,166 | -- | -- |
| e. Probably completed high school | 31,215 | -- | -- |
| f. Probably some post high school training or college | 9,020 | -- | -- |
| g. Probably completed college | 7,006 | -- | -- |
| Total item response | 123,936 | 130,002 | 95.3 |
| No response | 6,066 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 11. What is your best estimate of the education level of this pupil's mother? (Pupil questionnaire) | | | |
| a. Little or no education | 5,969 | -- | -- |
| b. Probably less than 8th grade | 18,937 | -- | -- |
| c. Probably completed 8th grade | 16,888 | -- | -- |
| d. Probably some high school | 35,332 | -- | -- |
| e. Probably completed high school | 37,919 | -- | -- |
| f. Probably some post high school training or college | 8,675 | -- | -- |
| g. Probably completed college | 4,449 | -- | -- |
| Total item response | 128,149 | 130,002 | 98.6 |
| No response | 1,853 | -- | -- |
| 12. What is your best estimate of how many people, including the pupil, live in the pupil's home? Count the pupil, his mother, father, brothers, sisters, relatives, and other individuals. (Pupil questionnaire) | | | |
| a. 4 or less | 33,962 | -- | -- |
| b. 5 or 6 | 53,702 | -- | -- |
| c. 7 to 10 | 35,804 | -- | -- |
| d. More than 10 | 5,426 | -- | -- |
| Total item response | 128,894 | 130,002 | 99.1 |
| No response | 1,108 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 13. Which school experiences did this pupil have before entering first grade? (Mark all that apply) | Multiple response | response item, cannot be estimated. | non- |
| a. None | | | |
| b. Kindergarten | | | |
| c. Nursery school, school year | | | |
| d. Head Start, summer | | | |
| e. Head Start, but I don't know whether it was summer or school year | | | |
| f. Other preschool program | | | |
| g. Don't know | | | |
| No response | | | |
| 14. Considering his present attitude, how far do you think this pupil will go in school? (Pupil questionnaire) | | | |
| a. 8th grade or less | 10,364 | -- | -- |
| b. 9th or 10th grade | 14,816 | -- | -- |
| c. 11th or 12th grade but not high school graduation | 15,411 | -- | -- |
| d. Graduate from high school | 54,010 | -- | -- |
| e. Enter college | 34,398 | -- | -- |
| Total item response | 128,999 | 130,000 | 99.2 |
| No response | 1,003 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 15. Has this pupil attended any school other than this one? (Do not include schools which normally feed pupils into this school) (Pupil questionnaire) | | | |
| a. No | 74,347 | -- | -- |
| b. Yes, one other school | 30,402 | -- | -- |
| c. Yes, two other schools | 10,556 | -- | -- |
| d. Yes, three other schools | 4,078 | -- | -- |
| e. Yes, four or more other schools | 3,381 | -- | -- |
| f. Yes, but I don't know how many other schools | 4,523 | -- | -- |
| Total item response | 127,287 | 130,002 | 97.9 |
| No response | 2,715 | -- | -- |
| 16. What is the occupation of the head of this pupil's household? (Pupil questionnaire) | | | |
| a. Farm or ranch owner or manager | 1,166 | -- | -- |
| b. Farm worker | 1,619 | -- | -- |
| c. Laborer or domestic worker | 36,582 | -- | -- |
| d. Semiskilled worker | 39,141 | -- | -- |
| e. Skilled worker | 17,020 | -- | -- |
| f. Sales agent and representative | 2,554 | -- | -- |
| g. Technical worker | 1,462 | -- | -- |
| h. Manager or foreman | 4,782 | -- | -- |
| i. Official | 944 | -- | -- |
| j. Professional | 5,569 | -- | -- |
| k. No present occupation | 16,490 | -- | -- |
| Total item response | 127,329 | 130,002 | 97.9 |
| No response | 2,673 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 17. Has this pupil participated in any programs (1 or more) for enriching his experience with (a) the community in which he lives, (b) the world of nature, or (c) the arts? (Pupil questionnaire) | | | |
| a. Yes | 55,312 | -- | -- |
| b. No | 64,044 | -- | -- |
| Total item response | 119,356 | 130,002 | 91.8 |
| No response | 10,646 | -- | -- |
| 18. Has this pupil received help during the past year in the diagnosis or correction of physical deficiencies of any kind? (Pupil questionnaire) | | | |
| a. Yes, as a part of health services provided to all children in this school district | 54,608 | -- | -- |
| b. Yes, as a part of a special compensatory health program | 7,288 | -- | -- |
| c. Yes, but I don't know source of the help | 4,192 | -- | -- |
| d. No | 59,843 | -- | -- |
| Total item response | 125,931 | 130,002 | 96.9 |
| No response | 4,071 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 19. Has this pupil participated in any program (1 or more) for treating social, emotional, or disciplinary problems? | | | |
| a. Yes, as a part of the regular pupil personnel services provided to any pupil in this school district | 9,139 | -- | -- |
| b. Yes, as a part of a special compensatory pupil personnel service | 4,470 | -- | -- |
| c. Yes, but I don't know source of the help | 1,149 | -- | -- |
| d. No | 108,101 | -- | -- |
| Total item response | 122,859 | 130,002 | 94.5 |
| No response | 7,143 | -- | -- |
| 20. Since July 1967, has your school officially sponsored or participated in a formal inservice training program for professional instructional staff? (Principal questionnaire) | | | |
| a. Yes | 2,559 | -- | -- |
| b. No | 629 | -- | -- |
| Total item response | 3,188 | 3,278 | 97.3 |
| No response | 90 | -- | -- |
| 21. Since July 1967, has your school officially sponsored or participated in a formal inservice training program for supportive instruction personnel? (Principal questionnaire) | | | |
| a. Yes | 1,489 | -- | -- |
| b. No | 1,730 | -- | -- |
| Total item response | 3,219 | 3,278 | 98.2 |
| No response | 59 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 22. What is the highest earned college degree you hold? (Teacher questionnaire) | | | |
| a. No degree or less than bachelor's | 1,195 | -- | -- |
| b. Bachelor's degree | 16,104 | -- | -- |
| c. Bachelor's degree plus 30 semester hours | 5,741 | -- | -- |
| d. Master's degree plus 30 semester hours | 886 | -- | -- |
| e. Doctor's degree | 19 | -- | -- |
| Total item response | 23,945 | 24,177 | 99.0 |
| No response | 232 | -- | -- |
| 23. What type of State teaching certificate do you have? (Teacher questionnaire) | | | |
| a. The highest certification offered in this State | 13,867 | -- | -- |
| b. Certification, but less than highest | 8,039 | -- | -- |
| c. Some form of temporary or emergency certification | 1,701 | -- | -- |
| d. I am not certified | 455 | -- | -- |
| Total item response | 24,062 | 24,177 | 99.5 |
| No response | 115 | -- | -- |
| 24. Are you a member of one of these minority groups? (Teacher questionnaire) | | | |
| a. Yes, American Indian | 29 | -- | -- |
| b. Yes, Negro | 7,656 | -- | -- |
| c. Yes, Oriental | 101 | -- | -- |
| Yes, Spanish-surnamed American of | | | |
| d. Cuban descent | 22 | -- | -- |
| e. Mexican descent | 228 | -- | -- |
| f. Puerto Rican descent | 9 | -- | -- |
| g. No | 15,830 | -- | -- |
| Total item response | 23,875 | 24,177 | 98.8 |
| No response | 302 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| 25. Pupils from my class and one or more other classes are ability-grouped for one or more subjects. (Teacher questionnaire) | | | |
| a. Yes | 6,875 | -- | -- |
| b. No | 16,935 | -- | -- |
| Total item response | 23,810 | 24,177 | 98.5 |
| No response | 367 | -- | -- |
| 26. Tracking or ability grouping: Pupils are assigned to my class by ability and achievement level. (Teacher questionnaire) | | | |
| a. Yes | 7,949 | -- | -- |
| b. No | 15,776 | -- | -- |
| Total item response | 23,725 | 24,177 | 98.1 |
| No response | 452 | -- | -- |
| 27. What proportion of the pupils in your class are members of the following minority groups? (Teacher questionnaire) | | | |
| a. American Indian | | | |
| (1) None | 19,219 | -- | -- |
| (2) 1-10% | 1,442 | -- | -- |
| (3) 11-30% | 90 | -- | -- |
| (4) 31-70% | 10 | -- | -- |
| (5) 71-90% | 3 | -- | -- |
| (6) More than 90% | 29 | -- | -- |
| Total item response | 20,793 | 24,177 | 86.0 |
| No response | 3,384 | -- | -- |
| b. Negro | | | |
| (1) None | 7,258 | -- | -- |
| (2) 1-10% | 3,412 | -- | -- |
| (3) 11-30% | 1,601 | -- | -- |
| (4) 31-70% | 1,750 | -- | -- |
| (5) 71-90% | 917 | -- | -- |
| (6) More than 90% | 8,653 | -- | -- |
| Total item response | 23,591 | 24,177 | 97.6 |
| No response | 586 | -- | -- |

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

| Item | Number of item responses by option | Number of questionnaire responses | Percent responding |
|---|---|---|---|
| c. Oriental | | | |
| (1) None | 18,933 | -- | -- |
| (2) 1-10% | 1,459 | -- | -- |
| (3) 11-30% | 65 | -- | -- |
| (4) 31-70% | 30 | -- | -- |
| (5) 71-90% | 9 | -- | -- |
| (6) More than 90% | 11 | -- | -- |
| Total item response | 20,507 | 24,177 | 84.8 |
| No response | 3,670 | -- | -- |
| d. Cuban | | | |
| (1) None | 18,977 | -- | -- |
| (2) 1-10% | 892 | -- | -- |
| (3) 11-30% | 107 | -- | -- |
| (4) 31-70% | 58 | -- | -- |
| (5) 71-90% | 17 | -- | -- |
| (6) More than 90% | 28 | -- | -- |
| Total item response | 20,079 | 24,177 | 83.0 |
| No response | 4,098 | -- | -- |
| e. Mexican | | | |
| (1) None | 16,688 | -- | -- |
| (2) 1-10% | 2,177 | -- | -- |
| (3) 11-30% | 518 | -- | -- |
| (4) 31-70% | 551 | -- | -- |
| (5) 71-90% | 267 | -- | -- |
| (6) More than 90% | 585 | -- | -- |
| Total item response | 20,786 | 24,177 | 86.0 |
| No response | 3,391 | -- | -- |
| f. Puerto Rican | | | |
| (1) None | 17,582 | -- | -- |
| (2) 1-10% | 1,662 | -- | -- |
| (3) 11-30% | 511 | -- | -- |
| (4) 31-70% | 602 | -- | -- |
| (5) 71-90% | 188 | -- | -- |
| (6) More than 90% | 110 | -- | -- |
| Total item response | 20,655 | 24,177 | 85.4 |
| No response | 3,522 | -- | -- |

NOTE.--Data shown are unweighted.

Table A-19. Metropolitan Achievement Test File for 2d-grade pupils, representation by State and location of school district

| State | Location of school district | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Large city (over 500,000) | Suburb large city | Rural area large city | Middle-sized city (40,000-500,000) | Suburb middle-sized city | Rural area near middle-sized city | Small city (under 40,000) | Other rural areas |
| Colorado | | 2 | | 8 | 1 | | | |
| Connecticut | | | | | | | 5 | |
| Delaware | | | | | 1 | | | |
| Florida | | | | 1 | 3 | 19 | 17 | 3 |
| Idaho | 64 | | | | | | | |
| Indiana | | | | 9 | 7 | | 3 | |
| Kentucky | 8 | | | 16 | | | | |
| Louisiana | 18 | | | | | | | |
| Massachusetts | 106 | 20 | | 7 | | | | 1 |
| Michigan | | | | | | | | |
| Nebraska | | | | 3 | | | | |
| New Mexico | | | | | | | 1 | |
| New York | 10 | | | 1 | 1 | | | 9 |
| North Carolina | | | | | | | 2 | 18 |
| Ohio | | | | | | | 3 | |
| Pennsylvania | 37 | | | | | | | |
| Tennessee | 124 | | 10 | 129 | 14 | | | |
| Texas | | | 2 | | | | 11 | |
| Washington | 4 | | | | | | | |
| Total | 371 | 22 | 12 | 174 | 27 | 19 | 42 | 31 |

Table A-20. Metropolitan Achievement Test File for 4th-grade pupils, representation by State and location of school district

| State | Location of school district | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Large city (over 500,000) | Suburb large city | Rural area large city | Middle-sized city (40,000-500,000) | Suburb middle-sized city | Rural area near middle-sized city | Small city (under 40,000) | Other rural areas |
| Delaware | | | | | 9 | | | |
| Florida | 18 | 22 | | 66 | 58 | 72 | 53 | 6 |
| Georgia | | 1 | | | | | | |
| Idaho | | | | 93 | | | | |
| Illinois | 26 | | | | | | | |
| Indiana | 7 | | | | | | | |
| Kentucky | 43 | | | 141 | | | | |
| Louisiana | 18 | | | 6 | 5 | | | |
| Massachusetts | 114 | 19 | | 94 | | | | |
| New Jersey | | | | | 5 | | | |
| New York | 1526 | 14 | | 49 | 27 | | | 23 |
| North Carolina | | | | 3 | | 5 | | 48 |
| Ohio | | 34 | | | | | 22 | |
| Oklahoma | | | | | 8 | | 6 | |
| Pennsylvania | 182 | | | | 2 | | | |
| Tennessee | 619 | | 6 | 164 | 10 | 6 | | |
| Texas | | | 10 | | | | 45 | |
| Utah | | 17 | | | 51 | | 21 | |
| Washington | | | | 130 | | | | |
| Total | 2553 | 107 | 16 | 746 | 175 | 83 | 147 | 77 |

Table A-21. Iowa Test File for 4th-grade pupils, representation by State and location of school district

| State | Location of school district | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Large city (over 500,000) | Suburb large city | Rural area large city | Middle-sized city (40,000-500,000) | Suburb middle-sized city | Rural area near middle-sized city | Small city (under 40,000) | Other rural areas |
| Arkansas | | | | | | | | 3 |
| California | | | | | | | 10 | |
| Colorado | | | | 1 | | | | |
| Connecticut | | | | | | | 8 | |
| Florida | | | | | | | 27 | |
| Georgia | | | | 50 | 11 | 5 | | |
| Indiana | | | | 10 | | | 78 | |
| Iowa | | | | 9 | | | | |
| Louisiana | | | | | | 3 | | |
| Maryland | | 18 | | | | | | |
| Massachusetts | | | | 82 | | | | |
| Michigan | | | | | | | 2 | |
| Minnesota | | | | | | | 17 | 7 |
| Missouri | 73 | | | | | | | |
| Nebraska | | | | 53 | | | | 6 |
| New Mexico | | | 6 | | | 13 | 9 | 40 |
| New York | | | 9 | | 30 | | 6 | |
| North Carolina | | | | | | 40 | 16 | 12 |
| Ohio | | | | 3 | | | 38 | 9 |
| Oklahoma | | | | 62 | | | | |
| Pennsylvania | 96 | | | | | | | |
| Texas | 423 | | | | | | | |
| Wyoming | | | | | | | 19 | |
| Total | 592 | 18 | 15 | 270 | 41 | 61 | 230 | 77 |

Table A-22. Metropolitan Achievement Test File for 6th-grade pupils, representation by State and location of school district

| State | Location of school district | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Large city (over 500,000) | Suburb large city | Rural area large city | Middle-sized city (40,000-500,000) | Suburb middle-sized city | Rural area near middle-sized city | Small city (under 40,000) | Other rural areas |
| Connecticut | | | | 5 | | | | |
| Florida | 16 | 10 | | 71 | 36 | 48 | 34 | 7 |
| Idaho | | | | 65 | | | | |
| Illinois | 42 | | | | | | | |
| Kentucky | 60 | | | 92 | | | | |
| Louisiana | | | | 12 | | | | |
| Massachusetts | 18 | | | 76 | | | | |
| Missouri | | | | | | | 6 | |
| New Jersey | | | | 1 | | | | |
| New York | 777 | 9 | | 15 | 23 | | | 16 |
| North Carolina | | | | | | 3 | | 26 |
| Ohio | | 41 | | | | | | |
| Pennsylvania | 178 | | | 17 | 5 | | | |
| Tennessee | 557 | | 10 | | 182 | 6 | | |
| Total | 1648 | 60 | 10 | 354 | 246 | 57 | 40 | 49 |

Table A-23. Iowa Test File for 6th-grade pupils, representation by State and location of school district

| State | Location of school district | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Large city (over 500,000) | Suburb large city | Rural area large city | Middle-sized city (40,000-500,000) | Suburb middle-sized city | Rural area near middle-sized city | Small city (under 40,000) | Other rural areas |
| Arkansas | | | | | | | | 8 |
| Florida | | | | | | | | 15 |
| Georgia | | | | 31 | 9 | 7 | | |
| Idaho | | | | | | | 1 | |
| Indiana | | | | 10 | | | 40 | |
| Iowa | | | | 7 | | | | |
| Kansas | | | | | | | 1 | |
| Louisiana | 8 | | | | | 3 | | |
| Maryland | | | | | | | | 1 |
| Massachusetts | | | | 76 | | | | |
| Michigan | 1 | | | | | | 5 | |
| Minnesota | 28 | | | 118 | | | 12 | 5 |
| Missouri | 75 | | | | | | | |
| Nebraska | | | | 62 | | | | 3 |
| New Jersey | | | | 22 | | | 5 | |
| New Mexico | | | 7 | | | 7 | 25 | 15 |
| New York | | | | | 29 | | | |
| North Carolina | | | | | | 8 | | 62 |
| Ohio | | | | | | | 31 | 10 |
| Oklahoma | | | | 60 | | | | |
| Pennsylvania | 41 | | | | | 3 | | |
| Texas | 429 | | | | | | | |
| Utah | | | | | | | 17 | |
| Wyoming | | | | | | | 17 | |
| Total | 582 | | 7 | 386 | 38 | 28 | 154 | 119 |

Table A-24. Stanford Achievement Test File for 6th-grade pupils, representation by State and location of school district

| State | Location of school district | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Large city (over 500,000) | Suburb large city | Rural area large city | Middle-sized city (40,000-500,000) | Suburb middle-sized city | Rural area near middle-sized city | Small city (under 40,000) | Other rural areas |
| Alabama | | | | | | | 25 | |
| Alaska | | | | 1 | | | | |
| California | 7 | | | 141 | | | 9 | |
| Colorado | 164 | | | | | | | |
| Connecticut | | | | 148 | | | | |
| Florida | 1 | | | | 12 | | 15 | |
| Idaho | | | | 5 | 32 | | | |
| Illinois | | 9 | | | | | 33 | |
| Indiana | | | | | | | | 15 |
| Kansas | | 17 | | | | | | |
| Kentucky | 8 | 35 | | | | 10 | | |
| Massachusetts | | | | | 52 | | 7 | |
| Michigan | | | 5 | | | | | |
| Mississippi | | | | | | | 35 | 19 |
| Missouri | | 38 | | | | | | 4 |
| New York | | | | | | | 11 | 9 |
| North Carolina | | | | | | | 26 | 4 |
| Ohio | 41 | | | | | | 9 | |
| Oklahoma | | | | | | | 28 | 11 |
| Tennessee | | | | | | | | 7 |
| Texas | | | 10 | | | | 46 | |
| Utah | | | | | | | 5 | |
| Washington | | | | | | | | 7 |
| West Virginia | | | | | | | 7 | |
| Total | 221 | 99 | 15 | 295 | 96 | 10 | 256 | 76 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Income | | | | | | |
| Less than $3,000 | No. | 1,128,020 | 1,057,406 | 1,198,634 | 986,792 | 1,269,248 |
| | % | 17.1 | 16.2 | 17.9 | 15.3 | 18.9 |
| $3,000 to $6,000 | No. | 2,313,840 | 2,254,374 | 2,373,306 | 2,194,909 | 2,432,771 |
| | % | 35.0 | 34.4 | 35.6 | 33.8 | 36.2 |
| $6,000 to $9,000 | No. | 2,159,810 | 2,102,359 | 2,217,261 | 2,044,908 | 2,274,712 |
| | % | 32.7 | 31.9 | 33.4 | 31.2 | 34.1 |
| More than $9,000 | No. | 851,288 | 806,255 | 896,321 | 761,222 | 941,354 |
| | % | 12.9 | 12.2 | 13.5 | 11.6 | 14.2 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Minority groups | | | | | | |
| American Indian | No. | 26,293 | 22,475 | 30,110 | 18,657 | 33,928 |
| | % | .4 | .33 | .45 | .27 | .51 |
| Negro | No. | 1,451,030 | 1,363,243 | 1,538,817 | 1,275,455 | 1,626,605 |
| | % | 21.9 | 20.8 | 23.1 | 19.7 | 24.2 |
| Oriental | No. | 21,346 | 18,422 | 24,271 | 15,497 | 27,195 |
| | % | .32 | .28 | .36 | .24 | .40 |
| Cuban | No. | 7,030 | 6,036 | 8,023 | 5,043 | 9,016 |
| | % | .10 | .09 | .11 | .08 | .12 |
| Mexican | No. | 277,298 | 253,755 | 300,841 | 230,213 | 324,383 |
| | % | 4.2 | 3.8 | 4.6 | 3.5 | 4.9 |
| Puerto Rican | No. | 75,084 | 68,589 | 81,578 | 62,094 | 88,073 |
| | % | 1.1 | 1.0 | 1.2 | .9 | 1.3 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Minority groups (Cont'd) | | | | | | |
| White | No. | 4,586,200 | 4,475,673 | 4,696,727 | 4,365,145 | 4,807,255 |
| | % | 69.4 | 68.2 | 70.5 | 67.0 | 71.7 |
| All groups combined except Negro & white | No. | 407,050 | 382,139 | 431,961 | 357,229 | 456,872 |
| | % | 6.2 | 5.8 | 6.5 | 5.4 | 6.9 |
| Participation | | | | | | |
| No | No. | 3,676,800 | 3,570,908 | 3,782,692 | 3,465,016 | 3,888,584 |
| | % | 55.6 | 54.4 | 56.8 | 53.2 | 58.0 |
| Yes | No. | 2,406,520 | 2,312,425 | 2,500,615 | 2,218,830 | 2,594,710 |
| | % | 36.4 | 35.3 | 37.5 | 34.1 | 38.7 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" | |
|---|---|---|---|---|---|---|
| | | (1) | (2) | | (3) | |
| | | | A | B | A | B |
| Location | | | | | | |
| Large city | No. | 581,056 | 566,994 | 595,118 | 552,933 | 609,179 |
| | % | 8.8 | 8.5 | 9.1 | 8.2 | 9.3 |
| Suburb large city | No. | 568,333 | 510,079 | 626,587 | 451,825 | 684,841 |
| | % | 8.6 | 7.7 | 9.5 | 6.9 | 10.3 |
| Rural, large city | No. | 140,003 | 117,336 | 162,669 | 94,670 | 185,336 |
| | % | 2.1 | 1.8 | 2.5 | 1.4 | 2.8 |
| Middle-size city | No. | 911,196 | 859,987 | 962,405 | 808,778 | 1,013,614 |
| | % | 13.8 | 13.0 | 14.6 | 12.2 | 15.3 |
| Suburb, middle-size city | No. | 458,580 | 410,750 | 506,410 | 362,920 | 554,240 |
| | % | 6.9 | 6.2 | 7.7 | 5.5 | 8.4 |
| Rural, middle-size city | No. | 454,352 | 407,826 | 500,878 | 361,301 | 547,403 |
| | % | 6.9 | 6.2 | 7.6 | 5.5 | 8.3 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Location (Cont'd) | | | | | | |
| Small city | No. | 2,007,430 | 1,908,664 | 2,106,196 | 1,809,899 | 2,204,961 |
| | % | 30.4 | 29.0 | 31.7 | 27.6 | 33.1 |
| Rural, isolated | No. | 1,470,470 | 1,368,125 | 1,572,815 | 1,265,780 | 1,675,159 |
| | % | 22.2 | 20.9 | 23.6 | 19.6 | 24.9 |
| Total suburban | No. | 1,026,913 | 951,539 | 110,229 | 876,165 | 1,177,661 |
| | % | 15.53 | 14.41 | 16.65 | 13.29 | 17.77 |
| Total rural | No. | 2,064,825 | 1,950,121 | 217,952 | 1,835,416 | 2,294,234 |
| | % | 31.23 | 29.7 | 32.8 | 28.1 | 34.3 |

Table A-23. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) A | (2) B | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) A | (3) B |
|---|---|---|---|---|---|---|
| Percent of children from families on welfare | | | | | | |
| None | No. | 240,068 | 209,699 | 270,437 | 179,331 | 300,805 |
| | % | 3.6 | 3.2 | 4.1 | 2.7 | 4.6 |
| 1 - 25% | No. | 4,513,330 | 4,400,045 | 4,626,615 | 4,286,761 | 4,739,899 |
| | % | 68.3 | 67.1 | 69.5 | 65.8 | 70.7 |
| 26 - 50% | No. | 1,020,250 | 936,283 | 1,104,217 | 852,317 | 1,188,183 |
| | % | 15.4 | 14.3 | 16.6 | 13.1 | 17.8 |
| 50 - 100% | No. | 572,333 | 543,466 | 601,200 | 514,598 | 630,067 |
| | % | 8.65 | 8.23 | 9.07 | 7.81 | 9.49 |
| 51 - 75% | No. | 422,015 | 396,272 | 447,758 | 370,529 | 473,501 |
| | % | 6.4 | 6.0 | 6.8 | 5.6 | 7.1 |
| 76 - 100 % | No. | 150,318 | 137,255 | 163,381 | 124,193 | 176,443 |
| | % | 2.3 | 2.1 | 2.5 | 1.9 | 2.7 |

Table A-43. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School attendance and Family | | | | | | |
| More than 10 days absent this year | No. | 1,598,430 | 1,554,633 | 1,642,227 | 1,510,836 | 1,686,024 |
| | % | 24.17 | 23.8 | 24.6 | 23.4 | 25.0 |
| Parent occupation b,c,d,h | No. | 4,020,070 | 3,919,568 | 4,120,572 | 3,819,067 | 4,221,074 |
| | % | 60.8 | 60.1 | 61.5 | 59.4 | 62.3 |
| Father deceased or absent | No. | 774,749 | 732,293 | 817,205 | 689,837 | 859,661 |
| | % | 11.7 | 11.2 | 12.2 | 10.7 | 12.8 |
| Father employed part time | No. | 514,076 | 483,848 | 544,304 | 453,621 | 574,531 |
| | % | 7.8 | 7.4 | 8.2 | 7.0 | 8.6 |
| Father employed full time | No. | 4,971,190 | 4,873,258 | 5,069,122 | 4,775,325 | 5,167,055 |
| | % | 75.2 | 74.5 | 75.9 | 73.7 | 76.7 |

Table A-45. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School attendance and family status (item 4) | | | | | | |
| Father not employed | No. | 230,680 | 224,982 | 236,378 | 219,284 | 242,076 |
| | % | 3.5 | 3.3 | 3.6 | 3.2 | 3.8 |
| Father deceased or absent | No. | 112,753 | 106,225 | 119,281 | 99,696 | 125,810 |
| | % | 1.7 | 1.6 | 1.8 | 1.5 | 1.9 |
| Mother employed part time | No. | 1,006,860 | 964,673 | 1,049,047 | 922,485 | 1,091,235 |
| | % | 15.2 | 14.8 | 15.7 | 14.4 | 16.1 |
| Mother employed full time | No. | 1,491,410 | 1,450,098 | 1,532,722 | 1,408,786 | 1,574,034 |
| | % | 22.6 | 22.2 | 23.0 | 21.8 | 23.3 |
| Mother not employed | No. | 3,857,870 | 3,782,642 | 3,933,098 | 3,707,413 | 4,008,327 |
| | % | 58.4 | 57.8 | 58.9 | 57.2 | 59.5 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School attendance and family (Cont'd) | | | | | | |
| More than 6 people live in home | No.<br>% | 1,907,670<br>28.9 | 1,850,249<br>28.3 | 1,965,091<br>29.4 | 1,792,828<br>27.8 | 2,022,512<br>29.9 |
| Father did not get to high school | No.<br>% | 2,041,650<br>30.9 | 1,957,330<br>30.2 | 2,125,970<br>31.5 | 1,873,010<br>29.6 | 2,210,290<br>32.2 |
| Mother did not get to high school | No.<br>% | 1,783,780<br>27.0 | 1,707,434<br>26.2 | 1,860,126<br>27.8 | 1,631,088<br>25.3 | 1,936,472<br>28.6 |
| No preschool experience | No.<br>% | 2,320,660<br>35.1 | 2,215,998<br>33.9 | 2,425,322<br>36.3 | 2,111,336<br>32.8 | 2,529,984<br>37.4 |
| Had kindergarten | No.<br>% | 3,227,850<br>48.8 | 3,139,084<br>47.5 | 3,316,616<br>50.1 | 3,050,318<br>46.2 | 3,405,382<br>51.5 |

Table A-23. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School attendance and family (Cont'd) | | | | | | |
| Had nursery school, Head Start or other | No. | 523,749 | 491,381 | 556,117 | 459,014 | 588,484 |
| | % | 7.9 | 7.5 | 8.4 | 7.0 | 8.8 |
| Had Head Start, don't know year or summer | No. | 21,082 | 16,212 | 25,952 | 11,342 | 30,822 |
| | % | .3 | .2 | .4 | .2 | .5 |
| Attitude, will not graduate from high school | No. | 1,714,340 | 1,658,110 | 1,770,570 | 1,601,879 | 1,826,801 |
| | % | 25.9 | 25.4 | 26.5 | 24.9 | 27.0 |
| Ability, will not graduate from high school | No. | 1,257,890 | 1,213,486 | 1,302,294 | 1,169,083 | 1,346,697 |
| | % | 19.0 | 18.6 | 19.5 | 18.1 | 19.9 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School attendance and Family (Cont'd) | | | | | | |
| Attended two or more other schools | No.<br>% | 858,345<br>13.0 | 828,131<br>12.6 | 888,559<br>13.4 | 797,918<br>12.2 | 918,772<br>13.8 |
| Participation | | | | | | |
| No response | No.<br>% | 527,254<br>8.0 | 504,266<br>7.7 | 550,242<br>8.3 | 481,277<br>7.4 | 573,231<br>8.6 |
| No | No.<br>% | 3,676,800<br>55.6 | 3,570,908<br>54.4 | 3,782,692<br>56.8 | 3,465,016<br>53.2 | 3,888,584<br>58.0 |
| Yes | No.<br>% | 2,406,520<br>36.4 | 2,312,425<br>35.3 | 2,500,615<br>37.5 | 2,218,330<br>34.1 | 2,594,710<br>38.7 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School services, teachers and classes | | | | | | |
| More than 5 hours a week reading | No. | 970,458 | 892,045 | 1,048,871 | 813,632 | 1,127,284 |
| | % | 14.7 | 13.6 | 15.8 | 12.5 | 16.8 |
| More than 5 hours a week arithmetic | No. | 373,665 | 346,500 | 400,830 | 319,334 | 427,996 |
| | % | 5.7 | 5.3 | 6.1 | 4.9 | 6.5 |
| More than 5 hours a week English | No. | 399,817 | 370,271 | 429,363 | 340,724 | 458,910 |
| | % | 6.0 | 5.6 | 6.5 | 5.2 | 6.9 |
| More than 5 hours a week other academic | No. | 401,989 | 374,413 | 429,565 | 346,836 | 457,142 |
| | % | 6.1 | 5.7 | 6.5 | 5.2 | 6.9 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School services, teachers and classes (Cont'd) | | | | | | |
| Cultural enrichment program | No. | 2,188,090 | 2,087,657 | 2,288,523 | 1,987,223 | 2,388,957 |
| | % | 33.1 | 31.8 | 34.4 | 30.6 | 35.6 |
| Physical health help as part of compensatory education | No. | 355,427 | 316,614 | 394,240 | 277,802 | 433,052 |
| | % | 5.4 | 4.8 | 5.9 | 4.3 | 6.5 |
| Physical health help not given | No. | 3,109,120 | 3,014,914 | 3,203,326 | 2,920,707 | 3,297,533 |
| | % | 47.0 | 46.1 | 48.0 | 45.1 | 49.0 |
| Pupil personnel services, as part of compensatory education | No. | 179,350 | 162,419 | 196,281 | 145,489 | 213,211 |
| | % | 2.7 | 2.5 | 3.0 | 2.2 | 3.2 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School services, teachers and classes (Cont'd) | | | | | | |
| Pupil personnel services, not given | No.<br>% | 5,679,540<br>85.9 | 5,550,046<br>85.4 | 5,809,034<br>86.4 | 5,420,553<br>84.9 | 5,938,527<br>87.0 |
| Inservice training for teachers | No.<br>% | 4,803,230<br>72.7 | 4,675,464<br>71.3 | 4,930,996<br>74.0 | 4,547,698<br>69.9 | 5,058,762<br>75.4 |
| Inservice training, non-professional | No.<br>% | 2,192,800<br>33.2 | 2,113,859<br>32.0 | 2,271,741<br>34.4 | 2,034,918<br>30.8 | 2,350,682<br>35.6 |
| Teacher has B.A., not more | No.<br>% | 4,294,270<br>65.0 | 4,168,448<br>64.0 | 4,420,092<br>65.9 | 4,042,626<br>63.1 | 4,545,914<br>66.9 |
| Teacher has more than B.A. | No. | 1,507,110<br>22.8 | 1,457,375<br>22.0 | 1,556,845<br>23.6 | 1,407,641<br>21.3 | 1,606,579<br>24.3 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School services, teachers and classes (Cont'd) | | | | | | |
| Teacher has less than highest certificate | No. | 2,612,950 | 2,518,361 | 2,707,539 | 2,423,772 | 2,802,128 |
| | % | 39.5 | 38.5 | 40.6 | 37.4 | 41.6 |
| Teacher's race - Negro | No. | 1,123,130 | 1,035,301 | 1,210,959 | 947,472 | 1,298,788 |
| | % | 17.0 | 15.8 | 18.2 | 14.6 | 19.3 |
| Teacher's race - white | No. | 5,208,010 | 5,091,871 | 5,324,149 | 4,975,733 | 5,440,287 |
| | % | 78.8 | 77.6 | 80.0 | 76.3 | 81.2 |
| Teacher's race - other | No. | 58,571 | 50,693 | 66,449 | 42,815 | 74,327 |
| | % | .9 | .8 | 1.0 | .6 | 1.1 |
| Class size greater than 25 | No. | 4,548,720 | 4,419,536 | 4,677,904 | 4,290,353 | 4,807,087 |
| | % | 68.8 | 67.8 | 69.8 | 66.9 | 70.7 |

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| School services, teachers and classes (Cont'd) | | | | | | |
| Class size greater than 30 | No. | 2,085,850 | 1,984,478 | 2,187,222 | 1,883,105 | 2,288,595 |
| | % | 31.6 | 30.4 | 32.7 | 29.2 | 33.9 |
| Students grouped by ability for some work | No. | 2,103,490 | 2,020,612 | 2,186,368 | 1,937,735 | 2,269,245 |
| | % | 31.8 | 30.8 | 32.9 | 29.7 | 33.9 |
| Pupils assigned by ability | No. | 1,761,790 | 1,662,954 | 1,860,626 | 1,564,117 | 1,959,463 |
| | % | 26.7 | 25.4 | 27.9 | 24.1 | 29.2 |
| Less than 10% black in class | No. | 4,348,370 | 4,238,791 | 4,457,949 | 4,129,212 | 4,567,528 |
| | % | 65.8 | 64.5 | 67.0 | 63.3 | 68.3 |
| More than 90% black in class | No. | 1,122,870 | 1,034,949 | 1,210,791 | 947,028 | 1,298,711 |
| | % | 17.0 | 15.8 | 18.2 | 14.6 | 19.3 |

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Income | | | | | | |
| Less than $3,000 | No. | 576,126 | 523,987 | 628,265 | 471,847 | 680,405 |
| | % | 23.9 | 22.4 | 25.5 | 20.8 | 27.1 |
| $3,001 to $6,000 | No. | 981,731 | 944,523 | 1,018,939 | 907,316 | 1,056,146 |
| | % | 40.8 | 39.8 | 41.7 | 38.9 | 42.7 |
| $6,001 to $9,000 | No. | 627,582 | 601,286 | 653,878 | 574,991 | 680,173 |
| | % | 26.1 | 25.0 | 27.1 | 24.0 | 28.2 |
| More than $9,000 | No. | 166,720 | 149,048 | 184,392 | 131,375 | 202,065 |
| | % | 6.9 | 6.2 | 7.6 | 5.5 | 8.3 |

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Minority groups | | | | | | |
| American Indian | No. | 11,312 | 9,223 | 13,402 | 7,134 | 15,491 |
| | % | .47 | .38 | .56 | .29 | .65 |
| Negro | No. | 693,831 | 626,113 | 761,549 | 558,395 | 829,267 |
| | % | 28.8 | 26.8 | 30.9 | 24.7 | 33.0 |
| Oriental | No. | 7,401 | 6,298 | 8,504 | 5,196 | 9,606 |
| | % | .3 | .25 | .35 | .2 | .4 |
| Cuban | No. | 2,664 | 2,215 | 3,113 | 1,766 | 3,562 |
| | % | .11 | .09 | .13 | .07 | .15 |
| Mexican | No. | 153,627 | 137,634 | 169,620 | 121,642 | 185,612 |
| | % | 6.4 | 5.7 | 7.1 | 5.0 | 7.7 |

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| Minority groups (Cont'd) | | | | | | |
| Puerto Rican | No. | 30,088 | 27,184 | 32,991 | 24,281 | 35,895 |
| | % | 1.3 | 1.1 | 1.4 | 1.0 | 1.5 |
| White | No. | 1,435,440 | 1,376,300 | 1,494,580 | 1,317,160 | 1,553,720 |
| | % | 59.6 | 57.6 | 61.7 | 55.5 | 63.8 |
| All groups combined except Negro & white | No. | 205,092 | 188,661 | 221,523 | 172,230 | 237,954 |
| | % | 8.5 | 7.8 | 9.2 | 7.1 | 9.9 |
| Participation | | | | | | |
| No | No. | 12 | 11 | 12 | 11 | 13 |
| | % | .00 | .00 | .00 | .00 | .00 |
| Yes | No. | 2,406,520 | 2,316,757 | 2,496,283 | 2,226,994 | 2,586,046 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| **Location** | | | | | | |
| Large city | No. | 253,555 | 244,478 | 262,632 | 235,400 | 271,710 |
| | % | 10.5 | 10.0 | 11.1 | 9.5 | 11.6 |
| Suburb, large city | No. | 96,942 | 83,777 | 110,107 | 70,613 | 123,272 |
| | % | 4.0 | 3.5 | 4.6 | 2.9 | 5.1 |
| Rural, large city | No. | 37,700 | 29,247 | 46,152 | 20,795 | 54,604 |
| | % | 1.6 | 1.2 | 1.9 | .9 | 2.3 |
| Middle-size city | No. | 348,513 | 322,584 | 374,442 | 296,654 | 400,372 |
| | % | 14.5 | 13.4 | 15.6 | 12.3 | 16.7 |
| Suburb, middle-size city | No. | 110,341 | 90,888 | 129,794 | 71,435 | 149,247 |
| | % | 4.6 | 3.8 | 5.4 | 3.0 | 6.2 |
| Rural, middle-size city | No. | 180,384 | 154,860 | 205,908 | 129,335 | 231,433 |
| | % | 7.5 | 6.5 | 8.5 | 5.4 | 9.6 |

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

| Data category | | If the quantity in the data table is approximately the value entered below | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" | |
|---|---|---|---|---|---|---|
| | | (1) | (2) | | (3) | |
| | | | A | B | A | B |
| **Location** (Cont'd) | | | | | | |
| Small city | No. | 701,414 | 655,962 | 746,866 | 610,511 | 792,317 |
| | % | 29.1 | 27.3 | 30.9 | 25.5 | 32.7 |
| Rural, isolated | No. | 673,109 | 599,471 | 746,747 | 525,833 | 820,385 |
| | % | 28.0 | 25.6 | 30.3 | 23.2 | 32.7 |
| Rural areas combined | No. | 891,193 | 812,799 | 969,586 | 734,406 | 1,047,979 |
| | % | 37.0 | 34.4 | 39.6 | 31.8 | 42.3 |
| Suburban areas combined | No. | 207,283 | 183,794 | 230,772 | 160,305 | 254,261 |
| | % | 8.6 | 7.6 | 9.6 | 6.7 | 10.6 |

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

| Data category | | If the quantity in the data table is approximately the value entered below (1) | then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2) | | then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3) | |
|---|---|---|---|---|---|---|
| | | | A | B | A | B |
| **Percent of children from families on welfare** | | | | | | |
| None | No. | 42,740 | 34,649 | 50,830 | 26,558 | 58,921 |
| | % | 1.8 | 1.4 | 2.1 | 1.1 | 2.5 |
| 1 - 25% | No. | 1,519,050 | 1,458,440 | 1,579,660 | 1,397,830 | 1,640,270 |
| | % | 63.1 | 61.0 | 65.2 | 58.9 | 67.3 |
| 26 - 50% | No. | 520,666 | 454,385 | 586,947 | 388,104 | 653,228 |
| | % | 21.6 | 19.4 | 23.9 | 17.1 | 27.2 |
| 51 - 100% | No. | 259,539 | 245,187 | 273,890 | 230,836 | 288,242 |
| | % | 10.8 | 10.2 | 11.4 | 9.5 | 12.0 |
| 51 - 75% | No. | 194,808 | 181,678 | 207,938 | 168,548 | 221,068 |
| | % | 8.1 | 7.5 | 8.7 | 7.0 | 9.2 |
| 75 - 100% | No. | 64,731 | 58,938 | 70,525 | 53,144 | 76,318 |
| | % | 2.7 | 2.4 | 2.9 | 2.2 | 3.2 |

Table A-27. Percent of pupils from families within indicated socio-economic status categories based on teacher reports, by teacher report of pupil family income: School year 1967-68

| Pupil family status as reported by teacher | Annual family income of pupils as reported by teachers | | | | All pupils |
|---|---|---|---|---|---|
| | Under $3000 | $3000-6000 | $6000-9000 | Over $9000 | |
| Negro | 53 | 26 | 8 | 3 | 22 |
| Spanish-speaking | 9 | 9 | 3 | 1 | 6 |
| White & other | 32 | 62 | 87 | 95 | 70 |
| No father in home | 37 | 12 | 2 | 1 | 12 |
| No mother in home | 3 | 2 | 1 | 1 | 2 |
| Father unemployed | 13 | 3 | 1 | 1 | 3 |
| Father underemployed | 20 | 10 | 2 | 1 | 8 |
| Father fully employed | 27 | 74 | 94 | 97 | 76 |
| Low-status occupation of head of household | 92 | 78 | 46 | 11 | 61 |
| Father has less than HS education | 84 | 67 | 31 | 7 | 50 |
| Mother has less than HS education | 87 | 64 | 31 | 7 | 49 |

Table A-28. Teacher estimate of pupils' educational future considering pupil ability, by ratio of pupils' preprogram reading achievement score to grade equivalent norm

| Teacher estimate of pupils' educational future considering pupil ability | Ratio of preprogram reading achievement score to grade equivalent norm | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0-.33 | | .34-.66 | | .67-1.0 | | 1.01-1.33 | | 1.34-1.66 | | 1.67 and above | | Total | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 8th grade or less | 92 | 2.7 | 1750 | 51.7 | 1365 | 40.4 | 152 | 4.5 | 20 | .6 | 3 | .1 | 3382 | 100 |
| 9th or 10th grade | 78 | 1.6 | 2191 | 46.4 | 2141 | 45.3 | 268 | 5.7 | 38 | .8 | 8 | .2 | 4724 | 100 |
| 11th or 12th grade | 105 | 1.8 | 2396 | 41.6 | 2772 | 48.2 | 418 | 7.3 | 52 | .9 | 13 | .2 | 5756 | 100 |
| Graduate from high school | 220 | .9 | 7248 | 29.2 | 13084 | 52.7 | 3466 | 14.0 | 526 | 2.1 | 266 | 1.1 | 24810 | 100 |
| Enter college | 130 | .5 | 3225 | 12.1 | 11089 | 41.7 | 7865 | 29.5 | 2782 | 10.5 | 1514 | 5.7 | 26605 | 100 |
| Total | 625 | .9 | 16810 | 25.8 | 30451 | 46.6 | 12169 | 18.6 | 3418 | 5.2 | 1804 | 2.8 | 65277 | 100 |

NOTE.--The relationship apparent in this table was attenuated by misclassification of some grade equivalent scores in the range 10.0 to 12.0 as 0.0 to 2.0. Data were edited upon detection of this error subsequent to construction of this table. Approximately 300 cases were misclassified.

Table A-29. Enrollments of pupils from families within indicated socioeconomic status categories, based on reports by principal of percent of pupils enrolled in school from families with head of household on welfare or unemployed: School year 1967-68

| Pupil family status as reported by teacher | Percent of pupils from families with head of household on welfare or unemployed (principal report) | | | All pupils |
|---|---|---|---|---|
| | Under 26 | 26-50 | Over 50 | |
| Income under $3000 | 11 | 33 | 40 | 17 |
| Income $3,000 - $6,000 | 33 | 42 | 43 | 35 |
| Negro | 12 | 45 | 68 | 22 |
| Spanish-speaking | 5 | 12 | 10 | 6 |
| White & other | 82 | 39 | 16 | 70 |
| No father in home | 8 | 21 | 26 | 12 |
| No mother in home | 1 | 2 | 3 | 2 |
| Father unemployed | 3 | 6 | 7 | 4 |
| Father underemployed | 7 | 10 | 11 | 8 |
| Father fully employed | 81 | 60 | 52 | 75 |
| Low-status occupation of head of household | 55 | 78 | 85 | 61 |
| Father has less than HS education | 44 | 69 | 74 | 51 |
| Mother has less than HS education | 43 | 70 | 75 | 50 |

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